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ABSTRACT

Focusing on educational resources, this report describes part two of the Curriculum Branch's audit of the programs of studies, guides, textbooks, and resources of Alberta, Canada, which was undertaken (1) to determine the adequacy of the ways in which tolerance and respect for minority groups are addressed and fostered, (2) to identify areas where changes are required, and (3) to recommend follow-up action. Except for the validation process, the audit procedure for this phase was similar to that of the first phase. The summary of reviewed material describes how the 2,155 materials audited were assembled for evaluation. Noting that 96% of the materials evaluated were acceptable, the results section discusses the reporting procedure, validity process, and general findings and provides tables displaying audit results. The next section summarizes results by discussing the nature of resources found within each curriclum subject area and by discussing specific material found unacceptable or problematic. In the recommendations section it is pointed out that the findings from part 1 are similar to findings from part 2, and that recommendations from both parts should be considered together. Recommendations include 10 short follow-up actions, and rationale and reference to recommendations made from the first stage are given in each case. Appendices include a listing of prescribed, recommended and supplementary resources titles, resources omitted from audit, resources rated problematic or unacceptable, and the Alberta Heritage Fund Learning Resources. (PM)

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ED258738

ALBERTA EDUCATION CURRICULUM REVIEW

PART 2

LEARNING RESOURCES OF THE CURRICULUM BRANCH

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RC 015245

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Many people have contributed to the preparation of this report. Members of ad hoc committees and coordinating committees, consultants in the regional offices, learning resource officers and others undertook the basic work of reviewing and evaluating learning resources. Subsequently, associate directors Laura Mann, Scotty Day, Garry Popowich, Ralph Sabey and Merv Thornton performed the major task of summarizing results for their respective portfolios.

In compiling this Curriculum Branch consolidation, a very heavy reliance was placed on the insightful remarks contained in the portfolio reports. In many instances, too numerous to single them out individually, these comments were included verbatim.

The writer takes full responsibility for the accuracy of interpretations placed on the findings of this review and also for the validity of the recommendations.

Finally, without the patience and skill of the secretarial team of Chris Budynski, Lois Robertson and Des Kelly, the report would not have appeared at all.

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Introduction

The curriculum review announced by Education Minister David King was to be extremely comprehensive, encompassing all documents and learning resources approved for use in Alberta schools. The task was divided into two parts: Alberta Education publications; and approved learning resources. Part I of the review was completed in January. This document is the consummation of the efforts of many individuals in completing the second part.

Because of the antecedents to the second audit stage were identical to those of the first stage, they are not repeated, except where necessary to refresh one's memory. For the full details of the background to the audit, the reader is referred to the earlier report, Alberta Education Curriculum Review - Part I: Publications of the Curriculum Branch.

Alberta Education Learning Resources

According to the terms of reference of the review, in addition to its various publications, Alberta Education was to review "... textbooks and other learning resources approved for use in Alberta schools ...". The crucial word in this quotation is the word "approved" which must be examined as it applies to Alberta Education learning resources.

The word "approved" is being used in a very general sense to mean "selected" or "identified" for listing in appropriate publications of the Department. There is no official category of resource by that name. Instead, three classes of learning resources are defined and used:

Prescribed - those print and non-print learning resources which may be prescribed by the Minister of Education as being most important for meeting the majority of goals of a curriculum.

Recommended - those print and non-print learning resources which may be recommended by Alberta Education (Curriculum and Language Services Branches) because they make an important contribution to the attainment of one or more of the major goals of a curriculum.

Supplementary - those additional print and non-print learning resources which may be selected or produced to support a curriculum, by reinforcing or enriching the learning experience.

What the above definitions do not make clear is that school boards and their professional staffs are not compelled to use "approved" learning resources. They may, under Section 11 (2) (a) of the School Act, add to or substitute for the instructional materials "approved" by Alberta Education. Hence, Alberta Education approval does not carry with it a mandatory usage requirement. This fact is of critical importance in assessing the influence of approved textbooks and other learning resources in promoting tolerance and understanding of minority groups and individuals.

The Audit Process

The audit procedure followed in Part II of the audit was virtually the same as for Part I. Reviewers who had been trained to carry out Part I of the audit were also involved in the second phase. Reviewers were teachers, members of curriculum committees, learning resource officers, and regional office consultants.

An important difference in procedure between the two stages of the review was the number of auditors evaluating a given resource. Whereas each document in the first group was examined by at least two raters, this procedure was not followed in Part II except in the cases of health and physical education. Because of the huge volume of resources, 2155 in all, and because of time constraints, only one judge rated each resource in the remaining subjects.

To offset partially the loss of reliability occasioned by using only one reviewer, a validation procedure was introduced, in addition to the one in use in the first phase. This time, all resources rated "unacceptable" or "problematic" were independently audited. If the assessment was not confirmed, a third auditor was employed to serve as referee or arbitrator.

In a further attempt to enhance reliability, a random 5% sample of all resources rated "acceptable" was subjected to a second, independent audit. Again, where agreement was not achieved the services of a third reviewer were engaged. The outcomes of this validation procedure will be reported in the results section of this report.

Summary of Instructional Materials Reviewed

The phrase used in the School Act to describe "textbooks and other learning resources" is *Instructional Materials*. This is an all-inclusive term covering both print materials such as texts and non-print materials such as posters, slides, film strips and even computer courseware. Sometimes a resource may be packaged as a kit and may include both print and non-print materials. Where multi-media materials were encountered, all the parts of the kit were included in the review.

To obtain an authoritative listing of all instructional materials approved by Alberta Education for use in schools, three sources must be investigated: the most recent curriculum guide in each subject; learning resource manuals and the Curriculum Branch's newsletter Current Curriculum. Each portfolio manager was responsible for compiling an up-to-date and complete list of resources to be examined. A grand total of 2155 individual items came under the scrutiny of reviewers.

Two points need to be made regarding the apparently very large number of resources in use in Alberta schools. In the first place, it is the policy of the department to authorize several resources, where possible, for each course so that teachers and school systems may have a degree of selection autonomy. That means that students in most schools might encounter approximately one-third of the resources listed at their level of schooling.

Secondly, in the core, academic courses, particularly in grades 1-6, for every student text listed the teacher's guide for that text is also listed or approved. This duplication factor seriously inflates the size of list of approved titles.

The total of 2155 audited materials for all subjects was derived as follows:

prescribed resources - 728
recommended resources - 1351
supplementary resources - 76

The 76 supplementary resources which were audited constitute only a small fraction of those listed. Time constraints prevented an audit from being carried out on the remainder. Forty-two books produced during the Alberta Heritage Fund Learning Resources Project were added to the audit and are included in the total of 76.

On a subject-by-subject basis total resources reviewed were:

Fine Arts	72
Health	71
Language Arts	614
Mathematics	173
Physical Education	64
Industrial Education	122
Business Education	155
Home Economics	22
Science	427
Computer Literacy	14
Social Studies	328
Social Sciences	51
Heritage Project	42
TOTAL	2155

A complete analysis of audited materials on a school level, subject and resource category basis is reported in Table 1. A listing of all the items examined in each subject area can be found in Appendix A.

CURRICULUM AUDIT - LEARNING RESOURCES

Table 1

Subject		Prescribed	Recommended	Supplementary (Other)	Total
Fine Arts	Elementary	19	37		56
	Junior High	6	7		13
	Senior High		3		3
Total		25	47		72
Health	Elementary	12	47		59
	Secondary (includes PLS)*		12		12
Total		12	59		71
Language Arts	Elementary	122	150		272
	Junior High	35	53		88
	Senior High	44	210		254
Total		201	413		614
Western Canadian Literature For Youth				11	11
Alberta Literature For Senior Students and Adults				31	31
Mathematics	Elementary	24	80		104
	Junior High	9	16		25
	Senior High	17	21	6	44
Total		50	117	6	173

* PLS - Personal Living Skills

Table 1 (continued)

Subject		Prescribed	Recommended	Supplementary (Other)	Total
Physical Education	Elementary	26	28		54
	Secondary		10		10
Total		26	38		64
Industrial Education	Junior High	20	6**		26
	Senior High	52**	44**		96
Total		72	50		122
Business Education	Junior High	2	2		4
	Senior High	48	103		151
Total		50	105		155
Home Economics	Junior High	3	7		10
	Senior High	6	6		12
Total		9	13		22
Science	Elementary	99	95		194
	Junior High	8	44		52
	Senior High	55	126		181
Total		162	265		427
Computer Literacy	Elementary		14		14
Total			14		14

** Some of the resources listed in Industrial Education are used in more than one course. The resources have been counted only once for audit purposes. The total represents 122 "different" resources.

Table 1 (continued)

Subject		Prescribed	Recommended	Supplementary (Other)	Total
Social Studies	Elementary	50	86	20	156
	Junior High	22	60	4	86
	Senior High	20	62	4	86
Total		92	208	28	328
Social Sciences	Senior High	29	22		51
Total		29	22		51
TOTAL		728	1351	76	2155

Omissions

In addition to the large number of supplementary resources which could not be reviewed, a small number of recommended resources were omitted. Several texts and some films/filmstrips could not be located in time to have them audited. These items are listed in APPENDIX B.

The Audit Results

The Reporting Procedure

During the preparation of the Part I report the difficulty of reporting on each of the six criteria across all subject areas quickly became apparent. However, due to the limited number of publications involved (83), it was still possible to carry out this type of analysis. Once the support documents became the focus, even though only 36 were being aggregated, analysis by criterion had to be abandoned.

The problem created for analysis by the diversity of form has been greatly complicated by massive numbers during the second phase. With 2155 separate texts and other resources forming generalizations across subjects is simply an unmanageable task. Instead, this report will be organized along two dimensions: by subject area and by minority groups.

Validity of the Audit Process

Despite attempts made at the beginning of this project to develop reliable and consistent procedures and to train the auditors, there is evidence a lack of consistency in the auditors' findings in certain curriculum areas. The inconsistency partly derives from differences in the way various portfolios define some types of resource, e.g., teacher guides. In some cases these are "prescribed" and in other cases they are "recommended". This lack of uniformity is relatively unimportant as long as the resources are being screened in the same way and the same standards are being applied, as seems to be the case.

The real validity problem arises when different judges apply the criteria with differing degrees of rigour to the same or different resources. All sorts of errors are made possible under these circumstances. Further complicating the anlysis has been the tendency of some raters to introduce additional criteria and thus to broaden their terms of reference. Unfortunately, a significant but not a majority of resources which were rated as "problematic" or "unacceptable" were placed in those categories for quite the wrong reasons. For example, several texts were condemned primarily or solely because their information was out of date. Obsolescence is a legitimate excuse for criticism only where it is linked directly with outdated attitudes toward the minority groups under study.

In their zeal to ferret out injustice, a few auditors extended the five minority groups by reporting bias that they had found for and against certain nations (the U.S.S.R., U.S.A.), political/economic systems and institutions (management-labour). While these may be quite proper curricular reasons for removing or excluding certain materials, they are not a sufficient basis for classifying materials in this audit as other than "acceptable".

In addition, a number of resources failed to receive an "acceptable" rating because of technical aspects such as poor sound track or because they contained too much advertising of a sponsor's products. Again, these faults, while noteworthy, are not the subject of this investigation and their presence should not disqualify the materials in question.

The errors noted above, affecting relatively few items overall, call into question some of the findings of the audit, but they do not destroy the report's validity. A second independent examination of a random sample of the learning resources tends to support this thesis. However, to make certain that critical decisions are not made on erroneous data, a recommendation will be made to verify the audit's findings as they apply to "unacceptable" and "problematic" materials.[1]

General Findings

Table 2 summarizes the results of the audits performed on all 2155 instructional materials. This analysis reveals that the vast majority satisfy the criteria for fostering tolerance and understanding of minority groups and individuals. When prescribed, recommended and supplementary resources are aggregated across all

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[1] Since this report was first published, the recommendation to carry out an independent audit has been acted upon.

TABLE 2

	Audit Category			
Subject/Resource	Acceptable	Problematic	Unacceptable	Total
Fine Arts				
Prescribed	18	6	1	25
Recommended	32	14	1	47
Supplementary	nil	nil	nil	nil
Total	50	20	2	72
Health				
Prescribed	12	nil	nil	12
Recommended	53	3	3	59
Supplementary	nil	nil	nil	nil
Total	65	3	3	71
Language Arts				
Prescribed	196	5	nil	201
Recommended	404	9	nil	413
Supplementary	nil	nil	nil	nil
Total	600	14	nil	614
Mathematics				
Prescribed	50	nil	nil	50
Recommended	117	nil	nil	117
Supplementary	6	nil	nil	6
Total	173	nil	nil	173
Physical Education				
Prescribed	26		nil	26
Recommended	36		2	38
Supplementary	nil		nil	nil
Total	62	nil	2	64
Industrial Education				
Prescribed	70	2		72
Recommended	49	1		50
Supplementary				
Total	119	3	nil	122
Business Education				
Prescribed	50			50
Recommended	105			105
Supplementary				
Total	155	nil	nil	155

Table 2 (continued)

Subject/Resource	Audit Category			Total
	Acceptable	Problematic	Unacceptable	
Home Economics				
Prescribed	9			9
Recommended	12	1		13
Supplementary				
Total	21	1	nil	22
Science				
Prescribed	162			162
Recommended	265			265
Supplementary				
Total	427	nil	nil	427
Computer Literacy				
Prescribed				
Recommended	14			14
Supplementary				
Total	14	nil	nil	14
Social Studies				
Prescribed	81	8	3	92
Recommended	194	9	5	208
Supplementary*	28			28
Total	303	17	8	328
Social Sciences				
Prescribed	27	2	nil	29
Recommended	19	1	2	22
Supplementary				
Total	46	3	2	51
Alberta Heritage Learning Resources Project**				
Prescribed				
Recommended				
Supplementary	40	2		42
Total	40	2		42
TOTALS	2075	61	17	2155

* Consists of two sets of materials carried out under Alberta Heritage Fund Learning Resources Project: Kanata Kits (16) and Books for Young Readers (12).

** Consists of two series produced under the same project: Western Canada Literature for Youth and Alberta Literature for Senior Students and Adults.

subjects, the findings are:

Acceptable[2]	2075 or 96%
Problematic	61 or 3%
Unacceptable	17 or 1%

From a subject or discipline viewpoint, of the twelve distinct curriculum areas, seven had four or fewer resources judged to be other than "acceptable". The remaining five areas varied from five questionable resources in social sciences to 25 in social studies. Table 3 illustrates this uneven distribution.

Predictably, courses the content of which focus on culture (language, literature, art, values) manage to head the list in percentage of resources judged to be "unacceptable" or "problematic". The more technical, skill-oriented subjects present a much narrower scope for failure on the tolerance and understanding criteria.

The titles of all resources rated as "problematic or unacceptable" have been enumerated in Appendix C. It is strongly recommended that the identity of items in this group of resources be kept strictly confidential until such time as their classifications can be independently confirmed.

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[2] These categories are defined as follows:

Acceptable - meets all or almost all criteria at an acceptable level. Faults are few or minor.

Problematic - meets most of the criteria of adequacy but suffers from one or more significant faults. Requires revision or instructions for teachers.

Unacceptable - has major faults too serious to warrant further use in its present form. Requires extensive rewriting or replacement.

Table 3

Distribution of Unacceptable and Problematic Resources by Curriculum Area

Subject Area	Total Resources Audited	Audit Category		Total of Problematic and Unacceptable	Percentage Problematic and Unacceptable of Total Audited
		Problematic	Unacceptable		
Fine Arts	72	20	2	22	31%
Physical Education	64	0	2	2	3%
Social Sciences	51	3	2	5	10%
Social Studies	328	17	8	25	8%
Health	71	3	3	6	8%
Home Economics	22	1	0	1	5%
Language Arts	614	14	0	14	2%
Industrial Education	122	3	0	3	2%
Mathematics	173	0	0	0	0
Business Education	155	0	0	0	0
Science	427	0	0	0	0
Computer Literacy	14	0	0	0	0
AHFLRP	42	2	0	2	5%

Subject-by-Subject Findings

In this section, the results of the curriculum review are presented in summary form, on a subject-by-subject basis. Except for some minor editing, the statements which follow are reproduced as submitted by the associate directors responsible for each subject.

Fine Arts

In fine arts, there were 72 resources audited and 69 percent have been judged as being acceptable in terms of tolerance and understanding. Twenty have been judged to be problematic and 2 are considered to be unacceptable.

In the fine arts, i.e., mostly music, resources show intolerances to Canadian students in only two respects. Since most music books have been published in the United States, there is a strong racial bias in favour of Americans. These resources frequently attend to racial tolerance by including appropriate racial minorities who live in the United States as well as music from other countries. In practically all books, the references to other countries exclude reference to Canada. Therefore, the auditors judged these resources to be problematic or unacceptable because of these two characteristics. As well, sexual references are treated similarly to the language arts resources but, in addition, there are some songs that are intolerant to females. In terms of religion, handicap and age, there are very few references and these are essentially neutral or positive.

The curriculum audit has not introduced new areas of consideration in the evaluation of resources but it has increased the sensitivity in regard to any particular area or group. For example, when the three elementary music series were initially evaluated, piloted and approved, it was clear to the fine arts curriculum committee that they were strongly American. However, each series was, and is, a quality music series and there were no other reasonable alternatives but to approve these resources. Similar compromises still have to be made today in some subject areas.

Health

The prescribed and recommended health resources recognize minorities and women in a relatively unbiased fashion. There seems to be an overt attempt to recognize these groups in all aspects of the content. A range of ages engaged in a variety of occupations and professions is represented. In general, care is taken to present age positively. Care is also taken to provide in the illustrations a broad mix of racial and ethnic types. However, the auditors were able to locate almost no instance where identifiable North American Natives were portrayed.

In the elementary prescribed and recommended materials, publishers have made significant efforts to represent women equitably with their male counterparts, and to visually depict females in active pursuits and in non-traditional as well as traditional occupations. Both males and females were shown engaged in active and passive activities without sex stereotyping. However, there was some tendency to over-represent males in traditional male occupations such as doctor and dentist.

Resources for young children should reflect, to some degree, relationships and settings that are familiar to them. Adults featured in these recommended resources tended to be persons of significance in a child's life - mother, father, grandparent, teacher, doctor, nurse, police officer and similar. For older children (upper elementary), the spectrum tended to broaden.

Some of the perceived sexism in the materials may be attributed to the orientation of writing for young children using familiar persons and settings. In other cases, the sexism that was detected was blatant. Other incidences of sexism detected were some generic use of "his" and some awkward use of "his/her". There was some minor stereotyping of women's roles in both the elementary and in the high school (Personal Living Skills) materials.

The health program's values respect ethics but do not include overt reference to religion. There were few mentions of religion in the resources. No instances were found of religion or religious beliefs being treated with disrespect.

Physically disabled persons tend to be an invisible group in society and this invisibility is reflected in many learning resources selected to support the health curricula. No negative references to the functionally impaired were found in the elementary materials.

References to this group at the high school level took the form of objectives and content pertaining to treating and interacting with this minority.

The six groups who are the primary focus of the criteria for tolerance and understanding, age, race/color, religion, sex and the physically disabled are generally treated with the tolerance and understanding appropriate to a program such as health which has as its primary goal the acquisition of knowledge and skills, attitudes and habits which contribute to physical, mental and social well-being.

Language Arts

In language arts, there were 614 resources audited. The great majority (98 percent) of prescribed and recommended resources have been judged to be acceptable. Only two percent have been considered to be problematic and one resource is considered unacceptable based on the initial audit.

The majority of resources in language arts deal positively, or at least neutrally, with age, race and sex. Although there are numerous instances in books where pronominal references are overbalanced in favour of males, the sexual bias usually is limited to that and does not often show an inaccurate or intolerant view of women's roles. The religious and handicapped minorities are seldom referred to in language arts resources.

The evaluation of learning resources in language arts prior to their approval consists of a number of steps which have the potential for detecting bias and stereotyping. When resources are analyzed and evaluated by curriculum committees, they are examined for bias against age, sex, race, religion and other areas (which can include handicap). Resources which are judged as fitting the curriculum are then piloted in selected classrooms for a full term (10 months in grades 1-7; one semester in grades 10-12). The piloting provides another good opportunity to detect any lack of tolerance of minority groups. It is doubtful that any bias or intolerance of significance would get past the analysis, evaluation and piloting stages. Some examples of bias that get identified at these stages are considered within the context of the extent of bias, the quality of the resource, and the availability of other alternatives, in addition to all the other criteria that are used in judging resources.

The findings of the curriculum audit, in the great majority of cases, do not attest to the failure of previous methods of selection, at least in language arts. Rather, they suggest that the mesh of the screen has been made a littler finer because of increased sensitivity and that the degree of bias that used to be acceptable is now less acceptable.

Mathematics

Without exception, the mathematics materials were rated as acceptable on all criteria. Due to the subject focus of the resources, it is noted that much of the content neither promotes or hinders tolerance and understanding. There are minimal references to religion or the handicapped. Many of the problems, examples and visuals involve mathematical calculations or examples with no reference to people. An effort is made through visuals and the use of a wide variety of Christian or family names to provide an indication of the ethnic diversity of Canadians. Males and females, of varying ages, are involved in a variety of occupational and recreational activities. The junior high resources contain some examples of sex stereotyping and make fewer references to Canada's racial/ethnic diversity than the elementary and senior high materials. There is evidence to indicate that commercial publishers have been careful in their recent publications to portray balance and neutrality in their textual materials.

Minor shortcomings in mathematics learning resources include a lack of explicit references to the physically disabled and an occasional example of sex, age or racial stereotyping. There is general agreement by the reviewers that the subject focus of mathematics prevents the inclusion of a significant number of textual references that explicitly promote tolerance and understanding. Much of the content in this subject area was rated neutral in terms of the audit criteria as the majority of the materials relate to mathematical skills and concepts. With the exception of the visuals and some word problems that include people, many of the resources develop the requisite mathematical skills through references to objects, animals and other non-human examples.

Individual differences in ability are addressed in most of the resources through the provision of problems/exercises of varying difficulty and/or through instructions to the teacher in support materials. Each of the curriculum documents and most of the learning resources contain explicit statements or exercises on problem solving (critical thinking) with specific reference to appropriate subject matter concepts, skills or activities (strategies). Of the six criteria specified for the audit, this criterion, conveying the nature and value of critical thinking, receives the greatest attention and has the most relevance to this subject area.

Physical Education

Since learning resources, whether intended for the use of teachers or for students, are selected to implement the curriculum guidelines, it would be expected that the strengths and deficiencies which were found in the curriculum would be characteristic of the supporting resources. This expectation has proven to be true for the physical education resources.

The prescribed resources for physical education include manuals directing the teacher in managerial/organizational techniques and providing selections of activities for the dimensions of the program.

In the resources there are almost no references to age, and no appropriate opportunities for age to be introduced beyond the obvious implication that there is an adult teacher and minor age students.

At the elementary level, with one exception, boys and girls are equally represented in illustrations throughout the texts.

There is a tendency in some books to portray males in leadership positions rather than a male/female balance in all roles.

Two-thirds of the secondary physical education resources are sexist in some way. Sexism is perpetuated through language, cartoons and other visuals.

There are few references to race or colour. One song with racist lyrics has been removed from the recommended list. Most illustrations which are identifiable appear to be of Caucasians. Various cultures are recognized through the origin of certain sports and through dance.

The prescribed physical education teacher resources fail to provide activities for the physically disabled. No directions were found for adapting content and there were no special activities for students beyond those falling within the 'regular' range of abilities. The recommended resources do, however, address this group. A major resource contains adequate direction for teachers for mainstreaming physically and psychologically disabled youngsters in the physical education program. The functionally impaired are invisible in the secondary physical edcuation resources.

Practical Arts - Industrial Education, Business Education, Home Economics

Industrial Education

Basically, industrial education learning resources are impartial towards tolerance and understanding. The majority of the resources are strictly technical rather than value oriented. Therefore, the industrial education program and its learning resources do not deal to any extent with abstract ideals and concepts. The primary objective of the learning resources is instruction in technical skills in the manipulation of tools and materials to achieve a pre-determined end. Owing to this emphasis on technical skill development, the learning resources for the most part have little opportunity to nurture tolerance and understanding.

Although the majority of the learning resources have little relating directly to tolerance and understanding, there are some resources, whether by subject or inclination, that do impinge on these matters. The resources can be divided up into three categories according to the degree to which they deal with tolerance. In the first category are strict reference resources containing technical data. Examples of this are Transistor Circuit Approximations, Classical Cooking, Plumbing and Drainage Act Regulations, and Canadian Wood-Frame House Construction. The second category consists of resources that deal with little more than the mere recitation of facts regarding a trade. Resources like Advertising Graphics, Construction - Materials, Methods, Careers, and Horticulture for Profit and Pleasure may have brief accounts of historical developments or career information. These two categories have little or nothing explicit on tolerance and understanding.

The final category is composed of resources such as Basic Nursing Procedures and The Professional Cosmetologist which due to their subject matter have a greater opportunity to address directly tolerance and understanding concerns. Despite this, most of these resources are largely neutral. There are exceptions. Three resources, Hair Structure and Chemistry Simplified, Supervision and Management of Quantity Food Preparation, and Textbook for Nursing Assistants, were considered to be "problematic" because of unfair generalizations and judgements in regard to sex, age, race and origin. On the other hand, another resource, On Death and Dying, presented a difficult topic in a most tolerant and understanding manner, admirably supporting the goals of the audit.

There was a problem of stereotyping with a number of the resources in their illustrations of people. Many of the resources made an effort to depict a cross-section of society in their content and pictures, but some of the resources tended to portray only white males. In most cases, this was not a serious problem, given the relatively small number of illustrations involved in each case. However, such stereotyping should be reduced in future resources adopted by Alberta Education.

In conclusion, the industrial education learning resources do not deal with tolerance and understanding either positively or negatively to any appreciable extent. The negative aspects, except for the three resources given unfavourable ratings, were not blatant, frequent or serious. The lack of explicit positive aspects is a function of the nature of the program and should not be regarded as being an omission.

Business Education

The business education learning resources are essentially neutral with regard to tolerance and understanding. In this respect they are neither to be commended nor condemned. In most cases, the business education program is concerned with the development of business skills. Thus, the learning resources tend to concentrate at the level of the individual attainment of these skills and only briefly at the inter-personal and societal level. As tolerance and understanding basically exists only in those situations where people have to interrelate, there is little material in the learning resources that focuses on these situations.

The sole significant exception to this general absence of support or subversion of tolerance and understanding are the learning resources for law. In these learning resources, the student is explosed to conditions where judgements of other have to be made; critical thinking applied and situations where tolerance and understanding is required. However, the student is always guided by the intention of the Canadian law system to be consistent, equitable, and impartial to all elements of society irrespective of age, sex, race or creed. On this basis, the law learning resources play a more direct role in fostering tolerance and understanding.

Despite the generally innocuous nature of the content in the business education learning resources, the problem in sex stereotyping occurs throughout these resources. All too often the forms of address, content and illustration reflect a view that while males are the executives in the business world and women are their secretaries. While some of these statements might have represented the situation at the time of their writing, they are no longer true today. It is recommended that in the future greater care be taken to ensure that business education resources considered for listing be as free as possible of this disguised form of prejudice.

In summation, the business education learning resources reviewed did not greatly assist in fostering tolerance and understanding but neither did they hinder this process. Aside from the law learning resources and the stereotypic presentation, the learning resources did not deal with tolerance and understanding to any degree.

Home Economics

In general, the home economics learning resources successfully meet the criteria for fostering tolerance and understanding, although there is room for improvement. Of the twenty-two texts audited, only one People, Food and Science, was rated "problematic". The texts reviewed can be divided into three categories, according to the degree to which they supported the values of tolerance and understanding. The largest category consists of books which contain little or nothing to offend and equally little to recommend. Owing to the limitations of their subject matter, books such as the Canadian Cookbook and Concepts in Clothing do not directly address tolerance. However, this category does foster tolerance indirectly, by presenting information free of bias, prejudice and stereotyping.

The second category contains books that have material directly relating and supporting tolerance and understanding. In this group, books such as Individuality in Clothing Selection and Food and People, not only are free of bias, but contain explicit positive statements on certain aspects of tolerance. These books nurture a positive self-image, convey the idea that excellence can be found in all groups; and foster critical thinking. The three junior high prescribed texts, This is the Life, Try This On For Size, and What's To Eat are especially good in this respect.

The final category consists of a single book, People, Food and Science. This book was audited twice and both reviewers found it to be "problematic", due to its use of sexist language, sex-role stereotyping, over-generalizations and simplistic handling of value-laden cultural concepts. It is suggested that this book be delisted as a recommended resource and that an updated edition, if available, be substituted.

The only serious deficiency in the learning resources is the lack of material on the physically disabled. While age, racial, religious and gender differences are adequately treated within the context of the subject matter, the functionally impaired do not receive a comparable treatment. Although none of the texts had any derogatory statements, few of the texts had any positive content relating to members of this group. This is a topic that could be dealt with, well within the present program.

Overall, the learning resources in home economics meet the requirements of the Alberta Education Curriculum Review. With the exception of one book, and the need for an improvement in the relationship to the handicapped, these resources fulfill the mandate of fostering tolerance and understanding.

Science

All of the resources audited were rated as acceptable. The resources tend to focus on the presentation of scientific information with few references to people or the issues of concern in the audit. Although some of the secondary resources use the masculine gender to refer to all of humankind, most of the materials fairly portray males and females of various racial/ethnic groups engaged in a variety of activities. Controversial topics (e.g., evolution, contraception) are treated with sensitivity, but even the factual presentation of this information may cause concern in some Alberta communities. The exclusion of the physically disabled is the most obvious deficiency in the science resources.

There are minimal references to minority groups in most materials and only the graphics can be evaluated to detect bias. In the judgement of the reviewers, there are few references or visuals which could be considered demeaning to such groups. The program and resources provide opportunities for positive role models, both male and female, of various ages and racial/ethnic groups. but the functionally impaired are not adequately represented in the majority of the science materials.

Some teacher references and curriculum documents provide guidance in the handling of controversial issues such as evolution. Although some individuals or groups may object to the inclusion of human reproduction and contraception in the senior high resources, information is presented in a factual manner. The importance of developing process or critical thinking skills is stressed in most of the science materials. These skills could be used to promote tolerance and understanding of minority groups and individuals.

Computer Literacy

All of the curriculum documents and learning resources for elementary computer literacy are rated as acceptable. Visuals tend to portray both males and females of various racial origins in fair proportion. As the computer literacy unit is designed for elementary school students, the program and learning resources reflect this age group in both text and visuals. A limited number of positive references/visuals on adults and the elderly are present in the learning resources. There are few references, either positive or negative, to religion or the handicapped although the curriculum guide stresses the need to introduce the content "in a manner appropriate to the developmental and ability levels" (page 3) of the students. Two of the learning resources deal in a positive manner with the handicapped. There are no explicit directions that would assist teachers in dealing positively with tolerance and understanding, but this is not deemed necessary considering the subject focus of the materials.

Social Studies

Social studies is the school subject in which students learn to explore and, where possible, to resolve social issues that are of public and personal concern. The social issues selected for study acknowledge that the world is neither "all good" nor "all bad". The integration of history, geography, the social sciences and citizenship leads to a study of human experience that presents both the good and the bad of human endeavours. Social studies is thus a vehicle for learning about tolerance and understanding.

Resources selected for use in the social studies must be effective in presenting competing value positions. This is the nature of history and of human decision making. It is the nature of democracy to develop thinking citizens. It is this perspective of social issues which calls for learning resources that present competing viewpoints. These resources can be used to meet the objectives of the social studies program, but there must be a renewed effort to focus teachers' attention on the use of resources.

It is only those resources which present unnecessarily pejorative views that have no value in the social studies. Those resources which present sexual, racial, religious and other stereotyping and offer no redeeming competing values have no place in Alberta schools. This initial audit identifies some resources which appear to have limited value. The initial audit will lead to a broader analysis of these resources and may lead to the resources being identified as no longer useful in teaching the social studies.

Social Sciences

The social sciences options are intended to complement the Alberta social studies by encouraging increased understanding of "man and his world". Courses in this program are distinct from the social studies curriculum in that they focus on the structure, concepts and methodologies of specific social science disciplines rather than on social issues within a value-oriented interdisciplinary context.

The social sciences present the methodologies of a specific social science, i.e., history, psychology. They thus seek to identify the elements of a specific system and the set of scientific laws associated with the study of the specific system of a discipline. Each social science presents the body of knowledge and the method of inquiry associated with the discipline. The resources selected should thus present the methodologies of a specific discipline in studying the phenomena of tolerance and understanding.

The major criticism of the social science resources was that they were not current. There are also some instances of material presenting stereotyped views of sex, religion and race which are no longer acceptable to the value-free study of a discipline.

The social science courses and resources have not been reviewed recently. If these courses are retained after the Secondary Education Review Committee presents its recommendations, there must be a substantive review of both the courses and the resources.

Validity of Results

Four measures were employed to enhance the validity of the audit process: all auditors were provided with in-service prior to carrying out their tasks; standardized procedures and rating scales were adopted; all resources first judged to be "problematic" or "unacceptable" were audited by an independent reviewer. If agreement was not achieved, a third evaluation was required; a random five percent sample of "acceptable" resources was to be re-audited to confirm the initial rating. Discrepancies were to be followed up as noted above.

Table 4 summarizes the results of the random re-audit procedures. Of the 2075 "acceptable" resources, 249 or almost 12% were subjected to a second audit. The first rating was confirmed in all but one of these cases. The picture is not as rosy as it seems at first glance because none of the 349 social science and social studies "acceptable" resources were re-audited. Because of this oversight in a crucial curriculum area we cannot be sure that the audit process was valid for all subjects. However, for the other nine subjects the re-audit results appear to confirm the basic soundness of the process of applying the tolerance and understanding criteria in the rating of learning resources.

The other validation procedure involved systematic re-audits for resources rated as "problematic" or "unacceptable". The procedure used was to undertake one or more additional evaluations to confirm or reject the initial rating. This procedure resulted in changes in significant numbers of first audit judgements, as is demonstrated in Table 5.

TABLE 4

VALIDITY OF "ACCEPTABLE" RATINGS AS DETERMINED BY RANDOM RE-AUDITING

Subject Area	Number of Learning Resources			
	Rated Acceptable First Audit	Subjected to Re-Audit	Rating Confirmed Second Audit	Rated Problematic Second Audit
Health	65	65*	65	0
Fine Arts Language Arts	50 600	29	28	1**
Mathematics	173	21	21	0
Physical Education	62	62*	62	0
Industrial Education	119	22	22	0
Home Economics	21	2	2	0
Business Education	155	13	13	0
Science	427	31	31	0
Computer Literacy	14	2	2	0
Social Studies	303	0***		
Social Sciences	46	0***		
Heritage Project	40	2	2	
TOTALS	2075	249	248	1

* All learning resources in health and physical education were audited by two independent judges in the first place.

** The second audit rating has not been confirmed at the time of writing.

*** Through an error in communications, none of the social studies or social science resources rated as "acceptable" were submitted for re-audit.

TABLE 5

RESULTS OF RE-AUDIT PROCEDURES FOR "PROBLEMATIC AND "UNACCEPTABLE" LEARNING RESOURCES

	Number of Resources			
Subject Area	Judged "Problematic" or "Unacceptable" First Audit	Confirmed During Re-Audit	Changed to "Acceptable" in Re-Audit	Further Validation Required - Discrepancy Noted
Health	6	4	2	
Fine Arts Language Arts	72[1]	27	42	3[2]
Physical Education	16	2	14	
Home Economics	1	1		
Industrial Education	3	3		
Social Studies	33	25[3]	8	
Social Sciences	7	5[4]	2	
TOTALS	138	67	68	3

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[1] Four resources have not been revalidated.

[2] This group of resources required a third audit to arbitrate the discrepancy between the first two audits.

[3] Three of the resources in this category were withdrawn from approved listings April, 1984. Of the 22 which remain, 17 are scheduled for their three-year review during 1984-85.

[4] One of the resources in this category was withdrawn from approved listings April, 1984.

Sixty-seven of the 138 "unacceptable" or "problematic" resources from the first audit had their ratings confirmed during re-validation. However, almost half of the original group, 68 of 139, were rated as "acceptable" during a subsequent, independent audit. These resources had not received an "acceptable" rating in either the first or second audit but for the wrong reasons. Their fault was not that they had violated tolerance and understanding criteria but that they were guilty of being out-of-date or of being unsound choices or biased in ways outside of the scope of this review.

In a sense the re-audit is unfinished since some language arts and fine art resource materials have yet to receive arbitration. Three resources rated "unacceptable" or "problematic" on the first audit have yet to have their re-audit confirmed.

Clearly the audit process is flawed in that raters tend to exceed their review mandate for one reason or another. Fortunately, the error is on the side of a too-strict application of rules and not a too-lenient approach to the audit. Despite the problems noted, the review procedure has much to recommend it. By qualifying further the special cases to be dealt with under "other considerations", the audit process can be tightened up and most of the rating errors eliminated. More will be said about this matter in the Recommendations Section of this report.

Recommendations

The findings of the Part II audit do not differ in important ways from the results obtained in Part I. Once again, an extremely high proportion of resources approved by Alberta Education for use in schools have satisfied the criteria set for making judgements about fostering tolerance and understanding of minority groups. Hence, a number of recommendations contained in the first report still have currency for the second. These will not be repeated at this time. The two sets of recommendations should be considered concurrently if a full synthesis is to be achieved.

All of the recommendations which follow should be viewed as requiring action in the near term.

Recommendation #1 - Promulgating the Results

It is recommended that the findings of the curriculum review with respect to learning resources be brought to the attention of all curriculum coordinating committees.

Rationale. As the group bearing a major share of the burden for recommending approval of resources, members need to become aware of the detailed appraisals of their inventory of prescribed and recommended resources. Furthermore, the curriculum coordinating committees should incorporate the lessons of the review into future selection activities.

Recommendation #2 - Verifying the Findings

It is recommended that a standard procedure or a set of alternative, agreed-upon procedures be adopted for verifying the ratings of all resources evaluated as "problematic" or "unacceptable".

Rationale. The impact upon teachers and school systems of delisting or changing the status of a learning resource can be both economically and instructionally devastating. Before any final decisions of this nature are made, it is essential that all doubts about the accuracy of the findings be removed. The best way to accomplish this would be to have curriculum coordinating committees assume responsibility for verifying the ratings assigned earlier to "problematic" and "unacceptable" resources. The sooner this procedure takes place, the better, in order to allay the natural anxieties of teachers, trustees, officials of the School Book Branch and publishers regarding the ultimate disposition of the resources being reviewed.[3]

A further recommendation is that members of minority groups should be involved in the verification process as was the case following the Decore Study on Native People in the Curriculum.

Recommendation #3 - Policy for Delisting Resources

It is recommended that Alberta Education formulate a policy to cover the delisting or change of status of resources on current resource lists.

Rationale. Policy is needed to guide the work of the many coordinating committees, the School Book Branch and the several branches involved in curriculum development and learning resource approval. Experience with the follow-up to the Decore Study on natives suggests that the proposed policy must take into account the instructional needs of teachers and the economic constraints of school districts, in addition to the central need for resources which promote tolerance, understanding and respect for minority groups.

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[3] This review has already been carried out. The problematic or unacceptable ratings for 67 resources has been confirmed.

The first draft of a "Policy for Delisting Learning Resources" was being circulated in the department last fall. That policy should be revised as necessary and brought to the attention of senior education officials and the Minister as soon as possible. This is a matter of some urgency.

Recommendation #4 - Replacement of Delisted Materials

It is recommended that ad hoc learning resource committees be directed to carry out a search for appropriate replacements for resources whose "unacceptable" rating is eventually confirmed.

Rationale. Through the provisions of Alberta Education policy, school boards could be given a period of grace to permit the continued use of "unacceptable" resources while replacements are obtained. It is the responsibility of Alberta Education to identify, and to make known to boards, the names of "acceptable" substitutes for delisted materials. These should be obtainable prior to the expiration of the period of restricted usage.

Recommendation #5 - Information for Teachers

It is recommended that information be provided to teachers in regard to all resources that have been judged by auditors and confirmed by curriculum committees to be "problematic". Such information would identify portions of materials to avoid and/or provide alternate points of view to bring to bear on biased aspects of the resources.

Rationale. The department has the responsibility, through its curriculum development branches, to alert teachers to the specific deficiencies which have led to a resource's "problematic" rating. Advice should also be provided to teachers regarding the use of alternative instructional materials to achieve a more balanced perspective, where bias has been detected.

Annotated learning resource manuals, now employed in several subject areas, would seem to be extremely appropriate instruments for this purpose. The entries for both "problematic" resources, and for "acceptable" resources with minor defects, could be expanded to include advice to teachers for overcoming the weaknesses inherent in each resource.

Recommendation #6 - Categories of Approved Learning Resources

It is recommended that the present set of categories used by Alberta Education in "approving" learning resources be re-examined. Either the names of the categories should be changed or the descriptions changed, or both.

Rationale. Earlier in this report the problem encountered by the general public, by teachers and trustees, and by parents in interpreting the names of resource categories was mentioned. Confusion exists in many people's minds as to how much responsibility actually rests with Alberta Eduction for the learning resources used by teachers in the classroom. To label a resource as "prescribed" when its use is not mandatory is to mislead the public and educators. A better term would be "authorized" which would mean that a resource had received the department's stamp of approval but would leave the final selection decision at the local level.

Some thought should be given to the question of continued listing of supplementary resources in department publications. Teachers and parents can be forgiven for mistakenly interpreting this listing procedure as approval by Alberta Education. In fact, the department has rarely examined the materials listed in this category. Alberta Education has certainly never accepted the same degree of responsibility for the quality of supplementary resources as it has for prescribed and recommended materials. Confusion regarding terminology is unnecessary and should be eliminated.

Recommendation #7 - Reviewing the Audit Criteria

It is recommended that Alberta Education, through the Program Development Division, review and revise both the six tolerance and understanding criteria and the audit procedures and categories.

Rationale. Audit activities on such a massive scale as this study has required are bound to uncover flaws in the process. Throughout both parts of the curriculum review evidence accumulated about the problem of overlap among the six criteria. Auditors found the distinctions which which separated the various criteria to be somewhat obscure.

The presence on the Curriculum Audit Form of the column headed "other considerations" proved unfortunate. The problems encountered during validation were due in the main to the inclusion of a "sixth column". A number of auditors were thereby persuaded to expand the terms of the audit beyond the five basic minority groups.

Difficulties arose for reviewers in assigning a category to a resource once it was evaluated. It has been suggested that the use of only three categories forced reviewers to make decisions they considered to be too harsh under the circumstances.

One way to implement this recommendation would be to assemble as many reviewers as can conveniently be gathered and to conduct a "post mortem".

Recommendation #8 - Resource Selection Procedures

It is recommended that curriculum development branches incorporate into learning resource selection procedures the revised procedures adopted for the tolerance and understanding audit.

Rationale. This recommendation supplements Recommendation #4 from Part I. Once the six criteria, the audit procedures and categories have been refined, they should be systematically employed by learning resource committees.

Recommendation #9 - Meeting with Publishers

It is recommended that the Program Development Division of Alberta Education convene a meeting of educational publishers to acquaint them at first-hand of the results of this curriculum review.

Rationale. Educational publishers need to know the outcomes of the Review because their products are involved. Furthermore, they need to an opportunity to present their points of view, and to suggest ways and means whereby the common goal of fostering tolerance and understanding may be achieved. There exists between Alberta Education and educational publishers a strong bond of mutual respect, generated in part by the biennial publishers' conference last held in 1982. It is time to reconvene the participants to consider the implications of the findings of the Curriculum Review.

Recommendation #10 - Mandatory Learning Resources

It is recommended that Alberta Eduction re-consider the question of whether the use of exemplary learning resources in certain subjects should be made mandatory.

Rationale. Under the provisions of the School Act, school boards may through resolution, prescribe substitutes for those "approved" by Alberta Education. This means that local jurisdictions may reject the use of learning resources which have been chosen because of their exemplary characteristics, one of which may be the superior quality of the resource in fostering tolerance and understanding. Unless school boards themselves are going to employ the province's procedures for rating materials, or a procedure equally stringent, the risk of "problematic" and "unacceptable" resources appearing in classrooms will mount sharply.

The danger just described is greatest in two subject areas, language arts and social studies. In these subjects, many resources are identified by the department and yet it is quite possible for all or vitually all of these to be rejected within a school. A case in point is the selection of novels in senior high language arts. Although an extensive listing in annotated form is distributed by the department, teachers may ignore the entire list and make their own choices.

What if all of a teacher's personal selections prove to be "unacceptable" or "problematic"? Can the department absolve itself of its responsibility to the pupils of that teacher by merely proclaiming that it is the teacher's fault and not the department's? The same situation could apply in social studies.

One possible solution is to create an additional category of learning resource with a restricted number of titles, one or more of which all teachers must use. Just as there is a mandatory core content in most curricula, so might there be a mandatory core of learning resources in certain subjects.

Concluding Statement

The review of approved learning resources has corroborated the findings of the earlier audit of Alberta Education publications. Once more the outcomes of the review demonstrate rather convincingly that learning resources endorsed by the province meet the criteria for fostering tolerance and understanding of minority groups. Well over 90% of all resources audited were rated "acceptable", and only a small percentage, less than 5%, eventually have been rated in a lesser category.

Not only do the results generally confirm the efficacy of the procedures used by department committees for selecting learning resources, but the results also demonstrate that publishers have been conscientious in improving their products with respect to tolerance towards individuals and groups based on age, sex, race, religion and handicap. Recently published materials are significantly better than older resources in terms of tolerance and understanding.

Despite the optimistic tone of the preceding statement, weaknesses were identified in learning resources. Not enough attention is paid to the physically disabled or to the health impaired in the activities or student exercises covered by approved resources. This defect should be remedied in future selections.

In the same vein, while resources by and large are not negligent in the way they portray minority groups and individuals, there are too many missed opportunities for the department to feel complacent about the issue of tolerance and understanding. Furthermore, it is one thing to state that learning resources inform pupils about cultural similarities and differences and thus further their awareness and understanding. It is quite another thing to mistake this new awareness for respect. Respect does not automatically follow from knowledge. Respect must be carefully nurtured and actively promoted, for its acquisition represents the individual's final step as he or she moves from ignorance to enlightenment.

To respect someone is to hold that person in high regard, to go beyond tolerance and understanding. How well approved resources promote respect for minorities was not adequately addressed during the audit. Maybe the question defies an answer because learning resources in and by themselves cannot accomplish that final step. Perhaps only teachers and other adults who work daily with and relate to our young people can achieve this important goal. While learning resources undoubtedly play a role in the attitude formation of children, their importance in this regard should not be over-estimated.

Not all subject areas lend themselves equally to the promotion of tolerance and those that do may do so in quite different ways. A course such as physical education could be modified to provide participation opportunities for up to 30% of the functionally impaired. A study of law provides students with the opportunity to examine human rights legislation and to note the position taken with respect to equality of all citizens regardless of race, creed or colour. Courses with a large cultural component are in a much better position to promote tolerance of minorities than are subjects whose content is entirely technical or skill-oriented. One would not expect to see significant contributions to cultural understanding occurring in typing and shorthand classes.

The serious problem created by lack of rater consistency has already been fully covered in the section on Validity. This weakness could exacerbate the effects on teachers and boards of delisting materials if action is not taken to correct the fault. Suggestions have been made concerning appropriate measures to confirm ratings and to ameliorate the impact of delistings on the operation of schools. The possibility of revising teacher editions of flawed resources should be investigated.

This action might prove a relatively inexpensive way of assisting teachers to remedy identified defects. Delisting a text that has widespread classroom use has major financial implications for both school boards and the department's School Book Branch. For this reason, delisting should not take place except as a last resort.

The exercise just completed brings into question the hallowed principle of transfer of training. The inclusion of the sixth criterion on critical thinking is a reflection of the belief that children who are taught the skills of critical thinking will somehow become more tolerant and understanding of minorities. Should that belief not be sustainable in practice in the classroom, then the criterion loses its power. For many years students were taught to think logically (deductively and inductively) through Euclidian geometry. However, we have long since abandoned the notion that the powers of logic thus gained would be applied in preparing an argument in English or in social studies.

Being able to think critically is an important skill. It is essential to problem solving, to scientific and to social enquiry. However, while it is necessary for all of these, it is not a sufficient guarantee of either wisdom or tolerance and understanding of minorities. Wisdom comes with experience, and tolerance comes when teachers actively promote it in their classes by using the "stuff" of the curriculum, and when they, themselves, model tolerance and respect for all.

This audit has asked a lot of important but rather obvious questions. For instance, Is a book sexist if its illustrations depict men and women in traditional roles? Is a resource culturally biased, when all the characters in exercises or in simulations have been given Anglo-Saxon names? Are books biased against the young or the old because all the graphics portray adolescent boys and girls?

These questions beg a higher order of question. Are the defects listed serious or blatant or are they relatively unimportant? How flawed must a book be before it must be withdrawn (delisted)?

Conversely, is a text "acceptable" because its graphics and language are neutral? Is this enough to promote tolerance and understanding of females and ethnic groups? These are the deficiencies which are most easily detected and they are the ones auditors mention most frequently. It is possible to reject or accept a learning resource on largely superficial grounds and at the same time totally ignore the subtler aspects of intolerance/tolerance incorporated in the content. Well trained people are needed to carry out the kind of analysis referred to here. Perhaps, it is even necessary to see through the eyes of a member of a minority group before making final judgements.

Of all the questions raised by the audit none are more important than the issue of censorship and historical revisionism. And yet the audit has not really dealt with either issue. At what point in the process of "cleaning up" Alberta Education's publications and approved learning resources will we have crossed the boundary separating the elimination of biased references and the rewriting of history? Will "correcting" the language of history texts so that certain groups are portrayed in more positive and acceptable terms update history at the same time? When books are selected because their contents reflect the "current reality" and other books are rejected because while their contents were accurate at the time of writing, the books no longer reflect the "current reality", are we not engaging in a form of censorship? If a novel of acknowledged literary merit is removed because of negative references to a minority group, what is the real cost to the student?

Depriving teachers and hence their students of access to learning resources is an extremely serious matter. Materials of all kinds and quality are required to illustrate the good and the bad. By experiencing some of both kinds students can see the difference and learn to choose the good.

It seems appropriate to close this report with a quotation from a document, Proposed Criteria For the Review of Program and Supporting Materials With Respect to Tolerance and Understanding, which was written to assist auditors.

> The criteria outlined should not be applied in isolation. It may be a legitimate goal or objective of a curriculum to investigate alternative points of view, some of which may well reflect varying degrees of intolerance. In an accurate portrayal of history, it may be necessary to present intolerance as was evident in that historical society at the time of study. As a consequence, the art, literature, folk tales, or music of that historical society may unavoidably deal with examples of intolerant situations. In the application of these criteria, therefore, one must also take into consideration the intent of the curriculum involved.

APPENDICES

APPENDIX A

CURRICULUM BRANCH PRESCRIBED, RECOMMENDED AND SUPPLEMENTARY RESOURCES

LANGUAGE ARTS RESOURCES - ELEMENTARY

PRESCRIBED RESOURCES

WORLD OF LANGUAGE

(McGraw) (Canadian Edition)

World of Language, Book Y
World of Language, Book E
World of Language, Book N
World of Language, Book G
World of Language, Book L
World of Language, Book I

LANGUAGE DEVELOPMENT READING

(Nelson) (1978 Edition)

Hickory Hollow ABC
Surprise! Surprise!
Kittens and Bears
Pets and Puppets
Whiskers
Toy-Box
Magic Story-Box
Saturday Magic
Heads and Tails
Make-Believe Time
Treat Street
Wonder Time
Finders Keepers
Treasure Chest
Backpacks and Bumblebees
Rowboats and Rollerskates
Driftwood and Dandelions
Hockey Cards and Hopscotch
Northern Lights and Fireflies
Kites and Cartwheels
Sleeping Bags and Flying Machines
Toboggans and Turtlenecks

RECOMMENDED RESOURCES

Teacher's Edition for:

World of Language, Book Y
World of Language, Book E
World of Language, Book N
World of Language, Book G
World of Language, Book L
World of Language, Book I

Teacher's Resource Book to:

Hickory Hollow Friends/
  Hickory Hollow ABC
Surprise! Surprise!
Kittens and Bears
Pets and Puppets
Whiskers
Toy-Box
Magic Story/Saturday Magic
Heads and Tails/Make-Believe
Treat Street/Wonder Time
Finders Keepers/Treasure Chest
Backpacks and Bumblebees
Rowboats and Rollerskates
Driftwood and Dandelions
Hockey Cards and Hopscotch
Northern Lights and Fireflies
Kites and Cartwheels
Sleeping Bags and Flying Machines
Toboggans and Turtlenecks

LDR Picture Set A
LDR Picture Set B
LDR Picture Set C
LDR Picture Set D
LDR Picture Set E
LDR Picture Set F

Hickory Hollow Friends

PRESCRIBED RESOURCES

LANGUAGE DEVELOPMENT READING

(Continued)

RECOMMENDED RESOURCES

I Can Read:

- *Hickory Hollow ABC*
- *Surprise! Surprise!/Kittens and Bears/Pets and Puppets*
- *Whiskers*
- *Toy-Box*
- *Magic Story-Box*
- *Saturday Magic*
- *Heads and Tails*
- *Make-Believe Time*
- *Treat Street*
- *Wonder Time*
- *Finders Keepers!*
- *Treasure Chest*

Studybook to:

- *Backpacks and Bumblebees*
- *Rowboats and Rollerskates*
- *Driftwood and Dandelions*
- *Hockey Cards and Hopscotch*
- *Northern Lights and Fireflies*
- *Kites and Cartwheels*
- *Sleeping Bags and Flying Machines*
- *Toboggans and Turtlenecks*

Reading Activities to:

- *Surprise! Surprise!/Kittens and Bears/Pets and Puppets*
- *Whiskers*
- *Toy-Box*
- *Magic Story-Box*
- *Saturday Magic*
- *Heads and Tails*
- *Make-Believe Time*
- *Treat Street*
- *Wonder Time*
- *Finders Keepers!*
- *Treasure Chest*
- *Backpacks and Bumblebees*
- *Rowboats and Rollerskates*
- *Driftwood and Dandelions*
- *Hockey Cards and Hopscotch*
- *Northern Lights and Fireflies*
- *Kites and Cartwheels*
- *Sleeping Bags and Flying Machines*
- *Toboggans and Turtlenecks*

PRESCRIBED RESOURCES

STARTING POINTS IN LANGUAGE ARTS

(Ginn)

Mr. Mugs (Level 1)
Mr. Mugs-A-Jet-Pet (Level 1)
Mr. Mugs Plays Ball (Level 2)
Mr. Mugs and The Blue Whale (Level 2)
First Prize For Mr. Mugs (Level 3)
Mr. Mugs Is Lost! (Level 3)
Sharing Time (Level 4)
Happy Days For Mr. Mugs (Level 4)
In A Dark Wood (Level 4)
Mr. Mugs At School (Level 5)
In The Rain (Level 5)
Mr. Mugs To The Rescue (Level 5)
Mr. Mugs Is Kidnapped (Level 6)
It's Saturday (Level 6)
Feather and Fur (Level 6)
Just Beyond (Level 7)
What If? (Level 7)
The Secret Life Of Mr. Mugs (Level 7)

STARTING POINTS IN LANGUAGE

(Ginn) (Original)

Starting Points In Language (Level A)
Starting Points In Language (Level B)
Starting Points In Language (Level C)

RECOMMENDED RESOURCES

Initial Reading Charts (Mr. Mugs)

Teacher's Guide for:

Level 1 (Mr. Mugs)
Level 2 (Mr. Mugs)
Level 3 (Mr. Mugs)
Level 4 (Mr. Mugs)
Level 5 (Mr. Mugs)
Level 6 (Mr. Mugs)
Level 7 (Mr. Mugs)

Mr. Mugs Book Workbook:

Level 1
Level 2
Level 3
Level 4
Level 5
Level 6
Level 7

Self-Help Activities Mr. Mugs:

Level 1
Level 2
Level 3
Level 4
Level 5
Level 6
Level 7

Teacher's Manual for:

Level A
Level B
Level C

Starting Points In Language Skills A
Starting Points In Language Skills B
Starting Points In Language Skills C

PRESCRIBED RESOURCES	RECOMMENDED RESOURCES
STARTING POINTS IN LANGUAGE	
(Ginn) (Revised)	
Starting Points In Language:	
Book A	Practice Book Teacher's Edition A
Book B	Practice Book Teacher's Edition B
Book C	Practice Book Teacher's Edition C
	Teacher's Guide A
	Teacher's Guide B
	Teacher's Guide C
STARTING POINTS IN READING	
(Ginn) (Original)	
Starting Points In Reading:	*Teacher's Manual for:*
Level A, First Book	*Level A, First Book*
Level A, Second Book	*Level A, Second Book*
Level B, First Book	*Level B, First Book*
Level B, Second Book	*Level B, Second Book*
Level C, First Book	*Level C, First Book*
Level C, Second Book	*Level C, Second Book*
	Starting Points In Reading Skills A
	Starting Points In Reading Skills B
	Starting Points In Reading Skills C
STARTING POINTS IN READING	
(Ginn) (Revised)	
Starting Points In Reading:	*Teacher's Guide A1*
	Teacher's Guide A2
Book A1	*Teacher's Guide B1*
Book A2	*Teacher's Guide B2*
Book B1	*Teacher's Guide C1*
Book B2	*Teacher's Guide C2*
Book C1	
Book C2	*Skills Practice Book A1/A2*
	Skills Practice Book B1/B2
	Skills Practice Book C1/C2
	Teacher's Edition for:
	Skills Practice Book A1/A2
	Skills Practice Book B1/B2
	Skills Practice Book C1/C2

PRESCRIBED RESOURCES

EXPRESSWAYS

(Gage)

Skip Along	(Level 1)
Hopscotch	(Level 2)
Hide-and-Seek	(Level 2)
Leapfrog	(Level 3)
Somersaults	(Level 4)
Cartwheels	(Level 5)
Handstands	(Level 6)
Trampolines	(Level 7)
Chinook	(Level 8)
Robin-Run	(Level 9)
Pingo	(Level 10)
Pokologan	(Level 11)
Handshakings	(Level 12)
Lobstick	(Level 13)

RECOMMENDED RESOURCES

Teacher's Sourcebook for:

Skip Along
Hopscotch/Hide-and-Seek
Leapfrog
Somersaults
Cartwheels
Handstands
Trampolines
Chinook
Robin-Run
Pingo
Pokologan
Handshakings
Lobstick

Pupil's Workbook:

Do This Do That, Level 1
Do This Do That, Level 2
Do This Do That, Level 3
Pushups 1, Level 4
Pushups 2, Level 5
Springboards 1, Level 6
Springboards 2, Level 7
Chinook, Level 8
Robin-Run, Level 9
Pingo, Level 10
Pokologan, Level 11
Handshakings, Level 12
Lobstick, Level 13

Pupil's Workbook, Teacher's Edition

Do This Do That, Level 1
Do This Do That, Level 2
Do This Do That, Level 3
Pushups 1, Level 4
Pushups 2, Level 5
Springboards 1, Level 6
Springboards 2, Level 7
Chinook, Level 8
Robin-Run, Level 9

PRESCRIBED RESOURCES	RECOMMENDED RESOURCES
EXPRESSWAYS *(Continued)*	*Pupil's Workbook, Teacher's Edition* *Pingo, Level 10* *Pokologan, Level 11* *Handshakings, Level 12* *Lobstick, Level 13* *Discussion Motivators, Levels 1, 2, 3*
GAGE STRATEGIES FOR LANGUAGE ARTS People Like Me Something To Remember How Many Miles? Comprehension Strategies One to People Like Me Comprehension Strategies Two to Something To Remember Comprehension Strategies Three to How Many Miles?	*Practice Strategies for:* *People Like Me* *Something To Remember* *How Many Miles?* *Answer Key for Practice Strategies:* *People Like Me* *Something To Remember* *How Many Miles?* *Teaching Strategies Sourcebook:* *Book One - People Like Me* *Book Two - Something To Remember* *Book Three - How Many Miles?*
SOUNDS OF LANGUAGE SERIES *(Holt, Rinehart & Winston)* *(1972 & 1974 Editions)* Sounds I Remember Sounds Of Home Sounds Of Numbers Sounds Around The Clock Sounds Of Powwow Sounds Of Laughter Sounds After Dark Sounds Of The Storyteller Sounds Of Mystery Sounds Of Young Huner Sounds Of A Distant Drum	*Teacher's Edition to:* *Sounds I Remember* *Sounds Of Home* *Sounds Of Numbers* *Sounds Around The Clock* *Sounds Of Powwow* *Sounds Of Laughter* *Sounds After Dark* *Sounds Of The Storyteller* *Sounds Of Mystery* *Sounds Of Young Hunter* *Sounds Of A Distant Drum*

PRESCRIBED RESOURCES

NELSON LANGUAGE STIMULUS PROGRAM

Magic Seasons
Multiworlds
Manspace
Mediamind

LANGUAGE AND HOW TO USE IT

(Gage)

Language And How To Use It, Book 1
Language And How To Use It, Book 2

RECOMMENDED RESOURCES

Magic Seasons Toolkit
Multiworlds Toolkit
Manspace Toolkit
Mediamind Toolkit

Teacher's Guidebook for:

- *Magic Seasons*
- *Multiworlds*
- *Manspace*
- *Mediamind*

Grumpkin, The Pumpkin
Hercules Vast, The Snowman
Miss Styck, The Nut Doll
Barker, The Seal
Poems For Magic Seasons

Multi 1
Multi 2
Multi 3
Multi 4
Multi-Poems

People In Space
Places In Space
Spaces To Share
Space Shots

Media 1
Media 2
Media 3
Media 4

Teacher's Edition for:

- *Language And How To Use It, Book 1*
- *Language And How To Use It, Book 2*

PRESCRIBED RESOURCES	RECOMMENDED RESOURCES
SPELL/WRITE	
(Edu-Media)	
Spell/Write (Book Two)	*Consumable Text:*
Spell/Write (Book Three)	
Spell/Write (Book Four)	*Spell/Write, Book One*
Spell/Write (Book Five)	*Spell/Write, Book Two*
Spell/Write (Book Six)	*Spell/Write, Book Three*
	Teacher's Edition for:
	Spell/Write, Book One
	Spell/Write, Book Two
	Spell/Write, Book Three
	Spell/Write, Book Four
	Spell/Write, Book Five
	Spell/Write, Book Six
I CAN SPELL	
(D.C. Heath)	
I Can Spell A	*Spellbinder A*
I Can Spell B	*Spellbinder B*
I Can Spell C	*Spellbinder C*
I Can Spell D	*Spellbinder D*
I Can Spell E	*Spellbinder E*
I Can Spell F	*Spellbinder F*
	Superguide to Teaching Spelling (Levels A-F)
	I Can Spell Answer Book (Levels A-F)
THE CANADIAN SPELLING PROGRAM	
(Gage)	
Student Text 2	*Teacher's Guide 2*
Student Text 3	*Teacher's Guide 3*
Student Text 4	*Teacher's Guide 4*
Student Text 5	*Teacher's Guide 5*
Student Text 6	*Teacher's Guide 6*

PRESCRIBED RESOURCES

SPELLING IN LANGUAGE ARTS

(Nelson)

Spelling In Language Arts (Grade 2)
Spelling In Language Arts (Grade 3)
Spelling In Language Arts (Grade 4)
Spelling In Language Arts (Grade 5)
Spelling In Language Arts (Grade 6)

RECOMMENDED RESOURCES

Teacher's Edition to:

Spelling In Language Arts (Grade 2)
Spelling In Language Arts (Grade 3)
Spelling In Language Arts (Grade 4)
Spelling In Language Arts (Grade 5)
Spelling In Language Arts (Grade 6)

Studybook to:

Grade 2 - A
Grade 3 - B
Grade 4 - C
Grade 5 - D
Grade 6 - E

Teacher's Annotated Studybook to:

Grade 2 - A
Grade 3 - B
Grade 4 - C
Grade 5 - D
Grade 6 - E

LANGUAGE ARTS RESOURCES - JUNIOR HIGH

PESCRIBED RESOURCES	RECOMMENDED RESOURCES
ACTION ENGLISH *(Gage)* Action English 1 Action English 2 Action English 3	*Teacher's Guide for:* *Action English 1* *Action English 2* *Action English 3*
NELSON LANGUAGE STIMULUS PROGRAM Timescope Peoplemirrors Language Is	*Teacher's Guidebook to Timescope* *Time-Go-Round* *Tick Talk* *Telling Times* *Time Travellers* *Teacher's Guidebook to Peoplemirrors* *Reflections* *Close-ups* *Standouts* *Diversities*
PATTERNS OF COMMUNICATING SERIES *(D.C. Heath)* Patterns of Communicating, Level 1 Patterns of Communicating, Level 2 Patterns of Communicating, Level 3	*Teacher's Edition for:* *Patterns of Communicating, Level 1* *Patterns of Communicating, Level 2* *Patterns of Communicating, Level 3*
CAMBRIDGE WRITER'S PROGRAM Cambridge Writer's Program, Book 1 Cambridge Writer's Program, Book 2 Cambridge Writer's Program, Book 3 Cambridge Writer's Program, Book 4	*Teacher's Guide for:* *Cambridge Writer's Program, Book 1* *Cambridge Writer's Program, Book 2* *Cambridge Writer's Program, Book 3* *Cambridge Writer's Program, Book 4*

PRESCRIBED RESOURCES	RECOMMENDED RESOURCES
LANGUAGE MATTERS SERIES *(Nelson)* Grammar Is	
ACTION SERIES *(Gage)* Challenge Viewpoint Dialogue	*Teacher's Resource Book for:* *Challenge* *Viewpoint* *Dialogue*
ENGLISH ANTHOLOGY SERIES *(John Wiley)* Experiences Explorations Reflections	*Teacher's Guide for:* *Experiences* *Explorations* *Reflections*
CONTEXTS *(Nelson)* Anthology I Anthology II Anthology III	*Reading Skills 1* *Reading Skills 2* *Reading Skills 3* *Teacher's Resource Book 1* *Teacher's Resource Book 2* *Teacher's Resource Book 3*
RESPONDING TO READING *(Addison-Wesley)* Student Text Level A Student Text Level B Student Text Level C	*Teacher's Edition for:* *Level A* *Level B* *Level C*

PRESCRIBED RESOURCES	RECOMMENDED RESOURCES
INQUIRY INTO LITERATURE	
(Collier-Macmillan)	
Book 1	*Teacher's Guide 1*
Book 2	*Teacher's Guide 2*
Book 3	*Teacher's Guide 3*
STARTING POINTS IN LANGUAGE	
(Ginn)	
Book D	*Practice Book D*
Book E	*Practice Book E*
Book F	*Practice Book F*
	Practice Book D, Teacher's Edition
	Practice Book E, Teacher's Edition
	Practice Book F, Teacher's Edition
STARTING POINTS IN READING	
(Ginn)	
Book D	*Teacher's Guide D*
Book E	*Teacher's Guide E*
Book F	*Teacher's Guide F*
	Skills Practice Book D
	Skills Practice Book E
	Skills Practice Book F
	Skills Practice Book D, Teacher's Ed.
	Skills Practice Book E, Teacher's Ed.
	Skills Practice Book F, Teacher's Ed.

LANGUAGE ARTS RESOURCES - SENIOR HIGH

PRESCRIBED RESOURCES	**RECOMMENDED RESOURCES**
READING AND STAGING THE PLAY	
Reading And Staging The Play	
POETRY IN FOCUS	
Poetry In Focus	*Poetry In Focus, Teacher's Guide*
SUNBURST	
Sunburst	*Sunburst, Teacher's Edition*
THROUGH THE OPEN WINDOW	
Through The Open Window	*Through The Open Window, Teacher's Ed.*
IMPACT	
Impact	
NEW WORLDS	
New Worlds	
SUNLIGHT AND SHADOWS	
Sunlight And Shadows	*Sunlight And Shadows, Teacher's Ed.*
KALEIDOSCOPE	
Kaleidoscope	*Kaleidoscope, Teacher's Guide*

PRESCRIBED RESOURCES	**RECOMMENDED RESOURCES**
MAN THE MYTH-MAKER	
Man The Myth-Maker	*Man The Myth-Maker, Teacher's Guide*
COMMUNICATING IN YOUR WORLD	
Communicating In Your World	*Communicating In Your World, Teacher's Guide*
THE WRITING EXPERIENCE *(Canadian Edition)*	
The Writing Experience	*The Writing Experience, Teacher's Manual*
PERSPECTIVES	
Perspectives	
CONNECTIONS	
Connections 1 - Imagining Connections 2 - Relating Connections 3 - Discovering	*Teacher's Guide for:* *Connections 1 - Imagining* *Connections 2 - Relating* *Connections 3 - Discovering*
TIME OF YOUR LIFE	
Time Of Your Life	
	TACTICS IN READING II
	Tactics In Reading II
	READING FOR UNDERSTANDING
	Reading For Understanding, General Ed. *Student's Record Book*

PRESCRIBED RESOURCES	RECOMMENDED RESOURCES
EARLY SEPTEMBER	
Early September	*Early September, Teacher's Edition*
NEW VOICES IN LITERATURE, LANGUAGE AND COMPOSITION	
New Voices 2	*New Voices 2, Teacher's Resource Bk.*
New Voices 3	*New Voices 3, Teacher's Resource Bk.*
New Voices 4	*New Voices 4, Teacher's Resource Bk.*
SCHOLASTIC COMPOSITION *(Canadian Edition)*	
Scholastic Composition 4 Scholastic Composition 5 Scholastic Composition 6	*Scholastic Composition 4-6, Teacher's Edition*
DEVELOPING YOUR COMMUNICATION SKILLS	
Developing Your Communication Skills	
THEME AND IMAGE	
Theme and Image I	*Theme and Image I, Teacher's Manual*
Theme and Image II	*Theme and Image II, Teacher's Manual*
PROSE FOR DISCUSSION	
Prose for Discussion	*Prose for Discussion, Teacher's Guide*
OXFORD ANTHOLOGY OF CANADIAN LITERATURE *(Revised Edition)*	
Oxford Anthology of Canadian Literature	*Oxford Anthology of Canadian Literature, Teacher's Guide*
DEVELOPING WRITING SKILLS	
Developing Writing Skills	*Developing Writing Skills, Teacher's Guide*

PRESCRIBED RESOURCES	RECOMMENDED RESOURCES
STORY AND STRUCTURE *(Canadian Edition)*	
Story and Structure	
THE ACTIVE STYLIST	
The Active Stylist	
HEATH INTRODUCTION TO LITERATURE *(Canadian Edition)*	
Heath Introduction To Literature	*Heath Introduction To Literature, Teacher's Guide*
LYRIC POTENTIAL	
Lyric Potential	
LITERATURE: POETRY	
Literature: Poetry	
VOICE AND VISION	
Voice and Vision	
TIGERS OF THE SNOW	
Tigers of the Snow	*Tigers of the Snow, Teacher's Ed.*
CANADIAN WRITER'S HANDBOOK	
Canadian Writer's Handbook	*Canadian Writer's Handbook, Teacher's Key*
HANDBOOK FOR ENGLISH	
Handbook For English	*Handbook For English, Teacher's Guide*

PRESCRIBED RESOURCES	RECOMMENDED RESOURCES
LITTLE ENGLISH HANDBOOK FOR CANADIANS	
Little English Handbook For Canadians	
COMMUNICATIONS HANDBOOK	
Communications Handbook	
QUEST	
Quest	
CANADIAN STORIES OF ACTION AND ADVENTURE	
Canadian Stories Of Action And Adventure	*Canadian Stories of Action and Adventure, Teacher's Guide*
THE WRITING PROCESS *(Canadian Edition)*	
The Writing Process	*The Writing Process, Teacher's Ed.*
RHETORIC MADE PLAIN *(Canadian Edition)*	
Rhetoric Made Plain	*Rhetoric Made Plain, Teacher's Guide*

RECOMMENDED NOVELS AND NONFICTION

FICTION

DEATHWATCH, White R.
FAR FROM HOME, Sebestyen O.
HUNTER IN THE DARK, Hughes M.
MAGGOT, Walker M.
THE PEARL, Steinbeck J.
SEASON OF THE OWL, Wolff M.
WALKABOUT, Marshall J.
WEBBER'S SON, Leach C.
Z FOR ZACHARIAH, O'Brien R.

THE ADVENTURES OF HUCKLEBERRY FINN, Twain M.
ANIMAL FARM, Orwell G.
THE BALLAD OF BENNY PERHAPS, Brinsmead H.
CHILDHOOD'S END, Clarke A.
THE CHRYSALIDS, Wyndham J.
FREE FLIGHT, Terman D.
THE HOBBIT, Tolkein J.R.R.
OLIVER TWIST, Dickens C.
RIVERRUN, Such P.
TO KILL A MOCKINGBIRD, Lee H.
TUNNEL VISION, Arrick F.

BEARWALK, Sallot L. & Peltier T.
CHEMMEEN, Thakashi S.P.
THE EAGLE HAS LANDED, Higgins J.
FAR FROM SHORE, Major K.
FLOWERS FOR ALGERNON, Keys D.

FICTION

GHOST FOX, Houston J.
THE LAST CANADIAN, Heine W.C.
THE MAN WHO FELL TO EARTH, Tevis W.
OF MICE AND MEN, Steinbeck J.
THE PHAEDRA COMPLEX, Everly J.
TISHA, Specht R.

THE APPRENTICESHIP OF DUDDY KRAVITZ, Richler M.
BRAVE NEW WORLD, Huxley A.
CAT'S CRADLE, Vonnegut K.
JANE EYRE, Bronte C.
LORD OF THE FLIES, Golding W.
THE NYMPH AND THE LAMP, Raddall T.
THE OLD MAN AND THE SEA, Hemingway E.
A SEPARATE PEACE, Knowles J.
THE SPY WHO CAME IN FROM THE COLD, Le Carre J.
THE STONE ANGEL, Laurence M.
SUCH IS MY BELOVED, Callaghan M.
THAT'S ME IN THE MIDDLE, Jack D.
WATERSHIP DOWN, Adams R.
WHO HAS SEEN THE WIND, Mitchell W.O.

FARENHEIT 451, Bradbury R.
ICARUS SEAL, Hyde C.
INHERIT THE SUN, Grant M.
A KIND OF LOVING, Barstow S.
KING RAT, Clavell J.

FICTION

ONE DAY IN THE LIFE OF IVAN DENISOVICH, Solzhenitsyn A.
ORDINARY PEOPLE, Guest J.
SUNBURST, Gotlieb P.
SWAMP ANGEL, Wilson E.

AH, BUT YOUR LAND IS BEAUTIFUL, Paton A.
CANTICLE FOR LEIBOWITZ, Miller W.M.
CORONATION QUAY, Montello J.
ETHAN FROME, Wharton E.
THE GRAPES OF WRATH, Steinbeck J.
GREAT EXPECTATIONS, Dickens C.
THE LOON FEATHER, Fuller I.
MY NAME IS ASHER LEV, Potak C.
NINETEEN EIGHTY-FOUR, Orwell G.
OBASAN, Kogowa J.
THE RESURRECTION OF JOSEPH BOURNE, Hodgins J.
TESS OF THE D'URBERVILLES, Hardy T.
TWO SOLITUDES, MacLennan H.
THE WARS, Findley T.
WINDFLOWER, Roy G.
WUTHERING HEIGHTS, Bronte E.
GENERALS DIE IN BED, Harrison C.Y.

***

NONFICTION

THE AUTOBIOGRAPHY OF MISS JANE PITMAN, Gaines E.
COMPLETELY FOXED, Smeeton M.
FORTY-EIGHT DAYS ADRIFT, Barbour J.
THE GREAT ESCAPE, Brickhill P.
THE SILENCE OF THE NORTH, Fredrickson O.
WHY SHOOT THE TEACHER, Braithwaite M.

THE BOAT WHO WOULDN'T FLOAT, Mowat F.
BUTTER DOWN THE WELL, Collins R.
FRAGMENTS OF ISABELLA, Leitner, I.
LETTERS FROM A LADY RANCHER, Hopkins M.
MY GRANDFATHER'S CAPE BRETON, Doucet C.
A NIGHT TO REMEMBER, Lord W.
NUCLEAR MADNESS, Caldicott H.

CRUSOE OF LONESOME LAKE, Stowe L.
I MARRIED THE KLONDIKE, Berton L.
THE LORD GOD MADE THEM ALL, Herriot J.
THE SACRAMENT, Gzowski P.
SOMETHING FOR JOEY, Peck R.E.
WILDERNESS MEN, O'Hagen H.

THE BOOK OF SMALL, Carr E.
DEATH ON THE ICE, Brown C.
THE GAME OF OUR LIVES, Gzowski P.
IN SEARCH OF HUMAN ORIGINS, Tisdall P.
A PLACE FOR NOAH, Greenfield J.
THREE CAME HOME, Keith A.N.

NONFICTION

ALL THE LIVELONG DAY, Garson B.
BUSH PILOT WITH A BRIEFCASE, Keith R.A.
THE LONG WALK, Rawicz S.
NIGHT OF THE GRIZZLIES, Olsen J.
TERRY FOX: HIS STORY, Scrivener L.
A WINTER'S TALE, Brown C.

ARCTIC OIL, Livingston J.
THE CANADIAN ROCKIES, Fraser E.
DAYS AND NIGHTS IN CALCUTTA, Blaise C. & Mukherjee B.
A MAN CALLED INTREPID, Stevenson W.
PAPER BOY, Keate S.

RECOMMENDED MODERN PLAYS AND SHAKESPEAREAN PLAYS

MODERN PLAYS

THE BAD SEED, Anderson M.

STALAG 17, Bevan D. and Trzcinski, E.

DEATH TAKES A HOLIDAY, Casella A.

WITNESS FOR THE PROSECUTION,
Christie A.

THE TRIAL OF LOUIS RIEL,
Coulter J.

AT MY HEART'S CORE-AND-OVERLAID,
Davies R.

BOUSILLE AND THE JUST, Gelinas G.

PLAYS ON A HUMAN THEME:
RAISIN IN THE SUN
MARTY
INHERIT THE WIND,

Groves C. (Ed.)

ANGEL STREET, Hamilton P.

DARK AT THE TOP OF THE STAIRS, Inge W.

DIAL "M" FOR MURDER, Knott B.

A MEMBER OF THE WEDDING, McCullers D.

THREE PLAYS:
JUNO AND THE PAYCOCK
SHADOW OF A GUNMAN
PLOUGH AND THE STARS,

O'Casey S.

ON BORROWED TIME, Osborne J.

NIGHT OF JANUARY SIXTEENTH, Rank A.

CANADA ON STAGE, Richard S. (Ed.)

CYRANO DE BERGERAC, Rostrand E.

ANDROCLES AND THE LION, Shaw B.

FIDDLER ON THE ROOF, Stein J.

CHARLEY'S AUNT, Thomas B.

MODERN PLAYS

ROMANOFF AND JULIET, Ustinov P.

WORLDS APART, Williams N. (Ed.)

MR. ARCULARIS, Aiken C.

I NEVER SANG FOR MY FATHER, Anderson R.

THUNDER ROCK, Ardrey R.

RISE AND SHINE, Cadogan E.

VISIT, Durrematt F.

THREE PLAYS ABOUT CRIME AND CRIMINALS:
KIND LADY
ARSENIC AND OLD LACE
DETECTIVE STORY,

Freedley G.

THE BLOOD KNOT, Fugard A.

YESTERDAY THE CHILDREN WERE DANCING,
Gelinas G.

YOUTH IN CONFLICT:
NOAH
ANTIGONE
AH! WILDERNESS
WEST SIDE STORY,

Gross G. (Ed.)

SLOW DANCE ON THE KILLING GROUND,
Hanley W.

THE LABYRINTH, Israel C.

GREAT TELEVISION PLAYS, Kaufman W.

THREE WORLDS OF DRAMA:
THE BLACK BONSPIEL
CAINE MUTINY - COURT MARTIAL
GLASS MENAGERIE

Livesley J.

THE CRUCIBLE, Miller A.

MODERN PLAYS

THE ECSTASY OF RITA JOE, Ryga G.

THE CAVE DWELLERS, Saroyan W.

FOUR PLAYS BY BERNARD SHAW:
CAESAR AND CLEOPATRA
CANDIDE
DEVIL'S DISCIPLE
MAN AND SUPERMAN,

Shaw B.

UNDER MILKWOOD, Thomas D.

MAN OF LA MANCHA, Wasserman

THREE PLAYS:
SKIN OF OUR TEETH
OUR TOWN
THE MATCHMAKER,

Wilder T.

MARRIAGE IN AN ORDINARY HOUSE, Wyatt R.

THE AMERICAN DREAM, Albee E.

BECKETT, Anouilh J.

FIVE PLAYS: Vol. 2
ARDELE
TIME REMEMBERED
MADEMOISELLE COLOMBE
RESTLESS HEART
LARKE,

Anouilh J.

GALILEO, Brecht B.

THE CHERRY ORCHARD, Chekhov A.

THOUSAND CLOWNS, Gardner H.

TIT-COQ, Gelinas G.

HELOISE AND ABELARD, Gilson E.

MODERN PLAYS

TODAY'S DRAMA: SIX SCRIPTS FOR THREE MEDIA -
JOHN TURNER DAVIS
THE HAITING PLACE
GENIE OF SUTTON PLACE
THE BRIDE COMES TO YELLOW SKY
THE PULLMAN CAR, HIAWATHA
THE SANDBOX,

Huffman G. (Ed.)

FOUR MAJOR PLAYS:
DOLL'S HOUSE
HEDDA GABLER
WILD DUCK
MASTER BUILDER,

Ibsen H.

DEATH OF A SALESMAN, Miller A.

LONG DAY'S JOURNEY INTO NIGHT, O'Neill E.

THE TEA PARTY, Pinter H.

HENRY FOURTH, Pirandello L.

THE RELUCTANT PROPHET: AND OLD MAN AESOP, Turner E.

FOUR PLAYS OF OUR TIME:
I REMEMBER MAMA
TEAHOUSE OF THE AUGUST MOON
FLIGHT INTO DANGER
AN ENEMY OF THE PEOPLE,

Voaden H. (Ed.)

KING OEDIPUS, Yeats W.

SHAKESPEAREAN PLAYS

THE MERCHANT OF VENICE
ROMEO AND JULIET
TWELFTH NIGHT
JULIUS CAESAR
ALL'S WELL THAT ENDS WELL
AS YOU LIKE IT
MACBETH
KING RICHARD II
MEASURE FOR MEASURE
HAMLET
OTHELLO
THE TAMING OF THE SHREW
HENRY IV, PART I
THE TEMPEST

FINE ARTS RESOURCES

PRESCRIBED RESOURCES

MUSIC

SILVER BURDETT MUSIC SERIES
(GLC)

- Silver Burdett Music, Book 1, Chart Book
- Silver Burdett Music, Book 1
- Silver Burdett Music, Book 2
- Silver Burdett Music, Book 3
- Silver Burdett Music, Book 4
- Silver Burdett Music, Book 5
- Silver Burdett Music, Book 6

EXPLORING MUSIC SERIES
(Holt)

- Exploring Music, Jumbo Book 1
- Exploring Music, Book 1
- Exploring Music, Book 2
- Exploring Music, Book 3
- Exploring Music, Book 4
- Exploring Music, Book 5
- Exploring Music, Book 6

RECOMMENDED RESOURCES

Teacher's Edition to:

- *Silver Burdett Music, Book 1*
- *Silver Burdett Music, Book 2*
- *Silver Burdett Music, Book 3*
- *Silver Burdett Music, Book 4*
- *Silver Burdett Music, Book 5*
- *Silver Burdett Music, Book 6*

Records for:

- *Silver Burdett Music, Book 1*
- *Silver Burdett Music, Book 2*
- *Silver Burdett Music, Book 3*
- *Silver Burdett Music, Book 4*
- *Silver Burdett Music, Book 5*
- *Silver Burdett Music, Book 6*

Teacher's Edition to:

- *Exploring Music, Book 1*
- *Exploring Music, Book 2*
- *Exploring Music, Book 3*
- *Exploring Music, Book 4*
- *Exploring Music, Book 5*
- *Exploring Music, Book 6*

Records for:

- *Exploring Music, Book 1*
- *Exploring Music, Book 2*
- *Exploring Music, Book 3*
- *Exploring Music, Book 4*
- *Exploring Music, Book 5*
- *Exploring Music, Book 6*

PRESCRIBED RESOURCES	RECOMMENDED RESOURCES
MUSIC (Continued)	
NEW DIMENSIONS IN MUSIC SERIES *(D.C. Heath)* Looking At Music - Big Book Introducing Music, Book 1 Enjoying Music, Book 2 Expressing Music, Book 3 Investigating Music, Book 4 Experiencing Music, Book 5 Mastering Music, Book 6	*Teacher's Edition for:* *Beginning Music, Book 1* *Enjoying Music, Book 2* *Expressing Music, Book 3* *Investigating Music, Book 4* *Experiencing Music, Book 5* *Mastering Music, Book 6* *Records for:* *Beginning Music, Book 1* *Enjoying Music, Book 2* *Expressing Music, Book 3* *Investigating Music, Book 4* *Experiencing Music, Book 5* *Mastering Music, Book 6* *Looking At Music, Teacher's Edition, K-1*
SEARCH FOR A NEW SOUND, BASIC GOALS OF MUSIC EIGHT Search For A New Sound	
GROWING WITH MUSIC Growing With Music, Book 7 Growing With Music, Book 8	*Growing With Music, Teacher's Edition, Book 7* *Growing With Music, Teacher's Edition, Book 8*
EXPLORING MUSIC, THE SENIOR BOOK Exploring Music, The Senior Book	

PRESCRIBED RESOURCES	RECOMMENDED RESOURCES
	MUSIC FOR THE HIGH SCHOOL CHORUS
	Music For The High School Chorus
	MAKING MUSIC YOUR OWN
	Making Music Your Own, Book 7 *Making Music Your Own, Book 8*
	Records for Making Music Your Own, Books 7 & 8
	FIVE CENTURIES OF CHORAL MUSIC FOR MIXED VOICES
	Five Centuries of Choral Music For Mixed Voices
	DISCOVERING MUSIC TOGETHER: ELEMENTS AND STYLE (Revised)
	Discovering Music Together, Book 7 *Discovering Music Together, Book 8*
DRAMA	*DEVELOPMENT THROUGH DRAMA*
	Development Through Drama

HEALTH RESOURCES - ELEMENTARY

PRESCRIBED RESOURCES

YOU AND YOUR HEALTH

(Gage)

You and Your Health, Grade 1
You and Your Health, Grade 2
You and Your Health, Grade 3
You and Your Health, Grade 4
You and Your Health, Grade 5
You and Your Health, Grade 6

HEALTHFUL LIVING PROGRAM

(Doubleday)

Your Health, Grade 1
Being Healthy, Grade 2
Your Health and You, Grade 3
Keeping Healthy, Grade 4
Growing Up Healthy, Grade 5
Health For Living, Grade 6

RECOMMENDED RESOURCES

ADVANCED HUMAN REPRODUCTION

ALCOHOL, DO YOU KNOW ENOUGH ABOUT IT?

ALCOHOL, FACTS AND EFFECTS

ALL ABOUT YOU

Everybody Needs A Friend
Everybody's Afraid Sometimes
Good Mouthkeeping
It's What You Eat
Listen, Look and Learn
Look At You Now
Secrets In Your Cells
Sneezies, Wheezies and Measles
Teacher's Guide
What Are You Made Of?
What's Your Fuel?

BACK TO SCHOOL WITH WINNIE THE POOH

BOY TO MAN

BREAD AND BUTTERFLIES

Choosing Changes
A Curriculum Guide For Teachers
Decisions, Decisions
I Agree- You're Wrong
Me, Myself and Maybe
Our Own Two Hands
People Need People
Planning Ahead: The Racer
School - Jobs
Taking Care Of Business
Things, Ideas, People
The Way We Live
Work Means

RECOMMENDED RESOURCES

CAFFEINE, FACTS AND EFFECTS

CANADA'S FOOD GUIDE AND HANDBOOK

COFFEE, TEA AND ME

DEAF LIKE ME

DUSO I

ELEMENTARY HEALTH INSERVICE

FAMILY LIVING AND SEX EDUCATION SERIES B

FIRST AID FOR CHILDREN

FIRST AID FOR YOU AND ME

A FITNESS CAROL

HEALTH DECISION FOR GROWTH

Eyes, Nose and All Of Those; Choosing and Sharing
Feelings: The Secret Is You
Little Things Matter: Sense Ability
Take One
Ways To Agree
What Can You Give?

GIRL TO WOMAN

GOOD FOOD/GOOD TIMES

GROWING INTO WOMANHOOD, GROWING INTO MANHOOD

PEOPLE NEED PEOPLE

RECOMMENDED RESOURCES

THE HOLE IN THE FENCE

HONEYMOON

HOW-DO-U-FEEL

THE HUMAN BODY

The Human Body I
The Human Body II

THE HUMAN EYE

THE HUMAN STORY

I'M TAKING CARE OF MYSELF

INSIDE OUT

Brothers and Sisters
Bully
Can Do, Can't Do
A Guide For Teachers
Home Sweet Home
Jeff's Company
Strong Feelings

IT'S OKAY FOR ME/IT'S OKAY FOR YOU

IT'S WONDERFUL BEING A GIRL

THE LIFE CYCLE LIBRARY CENTRE

NATURALLY, A GIRL

NUTRITION, IT'S NOT MAGIC

Why Did You Eat That?
Why Did You Do That?
Why Did You Buy That?
Why Did You Have That For Dinner?

RECOMMENDED RESOURCES

SAFETY AND YOU

SMOKING AND HEALTH KIT

SOOPERGOOP

THERE'S A NEW YOU COMIN' FOR BOYS

THERE'S A NEW YOU COMIN' FOR GIRLS

UP WITH NUTRITION

WHAT WOULD YOU LIKE TO BE?

TRADE OFFS

- *Choices*
- *Malcolm Decides*
- *We Decide*

WINNIE THE POOH ON THE WAY TO SCHOOL

YOUR HEALTHY BODY

WORLD OF WORK

HEALTH RESOURCES - JUNIOR HIGH AND SENIOR HIGH

RECOMMENDED RESOURCES - JUNIOR HIGH

FIRST AID, SAFETY ORIENTED: ST. JOHN AMBULANCE ASSOCIATION

PSYCHOLOGY FOR LIVING

RECOMMENDED RESOURCES - SENIOR HIGH

MICRO-CHOICES

CAREER FACTORY

MODERN HEALTH

FIRST AID, SAFETY ORIENTED: ST. JOHN AMBULANCE ASSOCIATION

PSYCHOLOGY FOR LIVING

HOMES WITH CHARACTER

SENIOR SIDE OF LIVING

SEE HOW THEY GROW

CHILD GROWTH AND DEVELOPMENT

SURVIVAL: A GUIDE TO LIVING ON YOUR OWN

YOUR MARRIAGE AND FAMILY LIVING

HOUSING DECISIONS

CONTEMPORARY LIVING

PARENTING AND CHILDREN

MATHEMATICS - ELEMENTARY

PRESCRIBED RESOURCES

HOLT MATHEMATICS SYSTEM

Book 1
Book 2
Book 3
Book 4
Book 5
Book 6

HOUGHTON MIFFLIN MATHEMATICS

Pupil's Workbook Book 1
Pupil's Workbook Book 2
Pupil's Text Book 3
Pupil's Text Book 4
Pupil's Text Book 5
Pupil's Text Book 6

RECOMMENDED RESOURCES

Teacher's Edition for:

Book 1
Book 2
Book 3
Book 4
Book 5
Book 6

Holt Mathematics Sys. Activity Masters

Book 1
Book 2

Holt Mathematics Sys. Duplicating Masters

Book 3
Book 4
Book 5
Book 6

Calculator Activity Masters (4-6)

HOUGHTON MIFFLIN MATHEMATICS

Teacher's Resource Book 1
Teacher's Resource Book 2
Teacher's Resource Book 3
Teacher's Resource Book 4
Teacher's Resource Book 5
Teacher's Resource Book 6

Testing & Practice Masters Book 1
Testing & Practice Masters Book 2
Testing & Practice Masters Book 3
Testing & Practice Masters Book 4
Testing & Practice Masters Book 5
Testing & Practice Masters Book 6

Problem Solving Booklet Book 1
(Consumable)
Problem Solving Booklet Book 2
(Consumable)
Problem Solving Booklet Book 3
Problem Solving Booklet Book 4
Problem Solving Booklet Book 5
Problem Solving Booklet Book 6

PRESCRIBED RESOURCES

MATHWAYS

(Copp Clark Pitman)

- Mathways 1
- Mathways 2
- Mathways 3
- Mathways 4
- Mathways 5
- Mathways 6

STARTING POINTS IN MATHEMATICS

(Ginn)

- Starting Points in Mathematics 1
- Starting Points in Mathematics 2
- Starting Points in Mathematics 3
- Starting Points in Mathematics 4
- Starting Points in Mathematics 5
- Starting Points in Mathematics 6

RECOMMENDED RESOURCES

Teacher's Manual for:

- *Mathways 1*
- *Mathways 2*
- *Mathways 3*
- *Mathways 4*
- *Mathways 5*
- *Mathways 6*

Teacher's Supplementary Package for:

- *Mathways 1*
- *Mathways 2*
- *Mathways 3*
- *Mathways 4*
- *Mathways 5*
- *Mathways 6*

Teacher's Edition for:

- *Starting Points in Mathematics 1*
- *Starting Points in Mathematics 2*
- *Starting Points in Mathematics 3*
- *Starting Points in Mathematics 4*
- *Starting Points in Mathematics 5*
- *Starting Points in Mathematics 6*

Workbook for:

- *Starting Points in Mathematics 3*
- *Starting Points in Mathematics 4*
- *Starting Points in Mathematics 5*
- *Starting Points in Mathematics 6*

PRESCRIBED RESOURCES

STARTING POINTS IN MATHEMATICS

(Continued)

RECOMMENDED RESOURCES

Teacher's Edition Workbook for:

Starting Points in Mathematics 3
Starting Points in Mathematics 4
Starting Points in Mathematics 5
Starting Points in Mathematics 6

Practice and Extension, Problem Solving, Enrichment Masters for:

Starting Points in Mathematics 1
Starting Points in Mathematics 2
Starting Points in Mathematics 3
Starting Points in Mathematics 4
Starting Points in Mathematics 5
Starting Points in Mathematics 6

Achievement Tests (Masters) for:

Starting Points in Mathematics 3
Starting Points in Mathematics 4
Starting Points in Mathematics 5
Starting Points in Mathematics 6

MATHEMATICS - JUNIOR HIGH

PRESCRIBED RESOURCES	RECOMMENDED RESOURCES
MATH IS	
Math Is/1 Math Is/2 Math Is/3	*Answer Key for:* *Math Is/1* *Math Is/2* *Math Is/3* *Teacher's Edition for:* *Math Is/1* *Math Is/2* *Math Is/3*
HOLT MATH	
Holt Math 1 Holt Math 2 Holt Math 3	*Teacher's Edition for:* *Holt Math 1* *Holt Math 2* *Holt Math 3*
SCHOOL MATH	
School Math 1 School Math 2 Math Probe 1	*Teacher's Edition for:* *School Math 1* *School Math 2* *Math Probe 1*
	MATH CONSORTIUM MATERIAL: *JUNIOR HIGH MATH PROGRAM*
	Teacher's Resource Book 7A *Teacher's Resource Book 7B* *Teacher's Resource Book 8A* *Teacher's Resource Book 8B* *Teacher's Resource Book 9A* *Teacher's Resource Book 9B*

PRESCRIBED RESOURCES

RECOMMENDED RESOURCES

MATH CONSORTIUM MATERIAL

(Continued)

Student Exercise Book, 7A
Student Exercise Book, 7B
Student Exercise Book, 8A
Student Exercise Book, 8B
Student Exercise Book, 9A
Student Exercise Book, 9B

Cross Reference Manual 7
Cross Reference Manual 8
Cross Reference Manual 9

HOW TO DEVELOP PROBLEM SOLVING USING A CALCULATOR

GUIDELINES FOR THE USE OF CALCULATORS

METRIC GUIDE

MATHEMATICS - SENIOR HIGH

PRESCRIBED RESOURCES	RECOMMENDED RESOURCES
MATH IS	
Math Is/4 Math Is/5 Math Is/6	*Teacher's Edition of:* *Math Is/4* *Math Is/5* *Math Is/6*
HOLT MATHEMATICS	
Holt Mathematics 4 Holt Mathematics 5 Holt Mathematics 6	*Teacher's Edition of:* *Holt Mathematics 4*
MATHEMATICS FOR A MODERN WORLD	
Mathematics For a Modern World, Book 2	*Mathematics For a Modern World, Book 3* *Answer Key to:* *Mathematics for a Modern World, Book 2* *Mathematics for a Modern World, Book 3*
APPLIED MATHEMATICS FOR TODAY	
Applied Mathematics for Today, Introduction Applied Mathematics for Today, Intermediate Applied Mathematics for Today, Senior	*Teacher's Guide for:* *Applied Mathematics for Today, Introduction* *Applied Mathematics for Today, Intermediate*
MATHEMATICS IN LIFE	
Mathematics In Life	*Mathematics In Life, Teacher's Edition* *Mathematics In Life, Solutions Key*

PRESCRIBED RESOURCES	RECOMMENDED RESOURCES
MATHEMATICS PLUS	
Mathematics Plus	*Mathematics Plus, Teacher's Edition* *Mathematics Plus, Answer Key*
PRINCIPLES OF MATHEMATICS, BOOK III	
MATHEMATICS FOR DAILY USE	
Mathematics For Daily Use, Book 1	*Mathematics For Daily Use, Book 1, Teacher's Edition*
CONSUMER AND CAREER MATHEMATICS	
MATHEMATICS YOU NEED	
Mathematics You Need, Book 2	*Mathematics You Need, Books 1 & 2, Teacher's Guide*
BUSINESS AND CONSUMER MATHEMATICS	
Business and Consumer Mathematics	*Business and Consumer Mathematics, Teacher's Edition*
FOUNDATIONS OF MATHEMATICS FOR TOMORROW, SENIOR	
FOUR FIGURE TABLES, METRIC	
MODERN INTERMEDIATE ALGEBRA	
MATHEMATICAL INDUCTION AND CONIC SECTIONS	
CALCULUS, COMPLEX NUMBERS AND POLAR CO-ORDINATES	

Prescribed Resources

VECTORS, MATRICES AND ALGEBRAIC STRUCTURES

Recommended Resources

MATHEMATICS FOR A MODERN WORLD

Mathematics For A Modern World, Book 4
Mathematics For A Modern World, Book 4, Answer Key

HOW TO DEVELOP PROBLEM SOLVING USING A CALCULATOR

GUIDELINES FOR THE USE OF A CALCULATOR

METRIC GUIDE

FOUNDATIONS OF MATHEMATICS FOR TOMORROW

Foundations of Mathematics for Tomorrow, Introduction
Foundations of Mathematics for Tomorrow, Intermediate
Foundations of Mathematics for Tomorrow, Intermediate, Teacher's Guide

PHYSICAL EDUCATION RESOURCES - ELEMENTARY

PRESCRIBED RESOURCES

CROSS COUNTRY SKIING

ELEMENTARY SCHOOL DANCE

ELEMENTARY SCHOOL SKATING

THE FITNESS DIMENSION

IMPROVISED PLAY THINGS

SNOWSHOEING

BASIC SKILLS SERIES

- Basketball-type Games
- Fastball-type Games
- Floor Hockey-type Games
- Folk Dance In The Elementary School
- Football-type Games
- Gymnastics, A Movement Approach
- Hand, Paddle and Racquet-type Games
- K-3 Games
- Orienteering
- Relay Games
- Scoopball Games
- Soccer-type Games
- Tabloid Sports Day
- Track and Field In The Elementary School
- Volleyball-type Games

RECOMMENDED RESOURCES

ALLEY CAT; SALTY DOG RAG

AMOS MOSES

BLAME IT ON THE BOSSA NOVA

CREATIVE FOLKDANCE

DING DONG DADDY

FOLK DANCE FOR BEGINNERS

FOLK DANCE FOR ELEMENTARY SCHOOLS

FOLK DANCE FOR EVERYONE

FOLK DANCE FOR NEAR AND FAR

FOLK DANCE FUNDAMENTALS

FOLK DANCING FOR KINDERGARTEN AND EARLY PRIMARY GRADES

FOLK DANCING FOR UPPER ELEMENTARY AND HIGH SCHOOLS

HURRY SKURRY

HUSTLE; BUNNY HOP; HOKY POKY

JIFFY MIXER/BLAME IT ON THE BOSSA NOVA

LISTEN AND MOVE
LISTEN AND MOVE AND DANCE

RECOMMENDED RESOURCES

MODERN SQUARE DANCING I

NEVER ON A SUNDAY

PHYSICAL EDUCATION ACTIVITIES FOR THE CLASSROOM

PHYSICAL EDUCATION FOR ELEMENTARY SCHOOL CHILDREN, 5TH EDITION,
And Sequential Unit, Theme and Lesson Plans

RHYTHMICS IN MOVEMENT

TENNESSEE WIG WALK/ON THE CAROUSEL

TETON MOUNTAIN STAMP

THEME DEVELOPMENT FOR MOVEMENT EDUCATION

INTRODUCING THE ELEMENTS OF MOVEMENT EDUCATION

WATER SAFETY INSTRUCTOR GUIDE AND REFERENCE

WHITE SILVER SANDS

PHYSICAL EDUCATION RESOURCES - SENIOR HIGH

RECOMMENDED RESOURCES

BE WATER WISE

CANOEING

FIRST AID, SAFETY ORIENTED

FIRST AID MANUAL

NATIONAL SMALL CRAFT SAFETY INSTRUCTOR GUIDE

PHYSICAL EDUCATION, A SPORTS FESTIVAL CURRICULUM GUIDE

POWER BOATING

PHYSICAL EDUCATION RESOURCE BOOK - COMMONWEALTH GAMES

ROWING

WELCOME THE WORLD, DIVISION III/IV UNIVERSIADE

INDUSTRIAL EDUCATION RESOURCES

PRESCRIBED RESOURCES

WOODWORKING

METALWORKING

GRAPHIC ARTS

ELECTRICITY

DRAFTING

POWER MECHANICS

PLASTICS

WOODWORKING

METALWORKING

PLASTICS

PHOTOGRAPHY

GRAPHIC ARTS

ELECTRICITY

DRAFTING

POWER MECHANICS

A.I.D. BOOKLET: GENERAL

A.I.D. BOOKLET: GRAPHIC-POWER, PHASE I

A.I.D. BOOKLET: MATERIALS, PHASE I

A.I.D. BOOKLET: GRAPHICS-POWER, PHASE II

A.I.D. BOOKLET: MATERIALS, PHASE II

PRESCRIBED RESOURCES

AUTOMOTIVE MECHANICS

AUTOMOTIVE PRINCIPLES AND SERVICE

ENERGY: ELECTRICITY-ELECTRONICS

BASIC ELECTRONICS

HAND AND MACHINE WOODWORKING

CONSTRUCTION-MATERIALS, METHODS, CAREERS

CABINET MAKING AND MILLWORK

GENERAL METALS

SHEET METAL HAND PROCESSES

SHEET METAL MACHINE PROCESSES

MACHINE SHOP TRAINING

MACHINE SHOP OPERATIONS

WELDING

PATTENMAKING AND FOUNDING

GENERAL PLASTICS

FUNDAMENTALS OF TECHNICAL DRAWING

PHOTO-OFFSET FUNDAMENTALS

ADVERTISING GRAPHICS

ARCHITECTURAL DRAWING AND DESIGN FOR RESIDENTIAL CONSTRUCTION

GRAPHIC COMMUNICATIONS

COLOR PHOTOGRAPHY

PRESCRIBED RESOURCES

PHOTOGRAPHIC EXPLORATIONS

KODAK DATA GUIDE FOR COLOR PHOTOGRAPHY

MECHANICAL DRAWING

ARCHITECTURAL DRAFTING AND DESIGN

GRAPHIC COMMUNICATIONS

PHOTO-OFFSET FUNDAMENTALS

PHOTOGRAPHIC EXPLORATIONS

PHOTO-OFFSET FUNDAMENTALS

PHOTOGRAPHY

THE DESIGN OF ADVERTISING

AUTOMOTIVE MECHANICS

AUTOMOTIVE PRINCIPLES AND SERVICE

AUTO BODY REPAIR AND REFINISHING

THE PRINCIPLES OF AUTO BODY REPAIRING AND REFINISHING

AUTOMOTIVE MECHANICS

AUTOMOTIVE PRINCIPLES AND SERVICE

BUILDING CONSTRUCTION-MATERIALS AND METHODS

CANADIAN ELECTRICAL CODE

APPLICATIONS OF ELECTRICAL CONSTRUCTION

MACHINE SHOP TRAINING

WELDING

HAND AND MACHINE WOODWORKING

PRESCRIBED RESOURCES

BUILDING CONSTRUCTION-MATERIALS AND METHODS

MACHINE SHOP TRAINING

TECHNOLOGY OF MACHINE TOOLS

WELDING

MODERN WELDING

BLUEPRINT READING FOR WELDERS

PLUMBING FROM THE GROUND UP

MODERN PLUMBING

BLUEPRINT READING FOR PLUMBERS

PLUMBING ESTIMATING HANDBOOK

PRACTICAL LAYOUT FOR THE SHEET METAL SHOP

SHEET METAL HAND PROCESSES

SHEET METAL MACHINE PROCESSES

SHEET METAL PATTERN DRAFTING AND SHOP PROBLEMS

THE PROFESSIONAL COSMETOLOGIST

HAIR STRUCTURE AND CHEMISTRY SIMPLIFIED

SUPERVISION AND MANAGEMENT OF QUALITY FOOD PREPARATION

CLASSICAL COOKING

FOOD PREPARATION FOR HOTELS, RESTAURANTS AND CAFETERIAS

STRUCTURE AND FUNCTION OF THE BODY

BASIC NURSING FUNCTIONS

PRESCRIBED RESOURCES

THE CANADIAN MOTHER AND CHILD

STUDYING CHILDREN, OBSERVING AND PARTICIPATING

ON DEATH AND DYING

LICIT AND ILLICIT DRUGS

THE HUMAN BODY IN HEALTH AND DISEASE

THE HUMAN BODY IN HEALTH AND DISEASE, STUDENT WORKBOOK

INTERMEDIATE ELECTRICITY

APPLICATIONS OF ELECTRICAL CONSTRUCTION

CANADIAN ELECTRICAL CODE

EXPLORATIONS IN ELECTRICITY AND ELECTRONICS

INTERMEDIATE ELECTRICITY

BASIC ELECTRONICS

TRANSISTOR CIRCUIT APPROXIMATIONS

DIGITAL ELECTRONICS

COLOR T.V. THEORY AND TROUBLESHOOTING

MICROPROCESSORS AND MICROCOMPUTERS

HORTICULTURE FOR PROFIT AND PLEASURE

GROUNDS MAINTENANCE HANDBOOK

SPORTSMANLIKE DRIVING

BEHIND THE WHEEL

RECOMMENDED RESOURCES

POWER: PRIME MOVER IN TECHNOLOGY

UNDERSTANDING ELECTRICITY AND ELECTRONICS

ENERGY: ELECTRICITY/ELECTRONICS

HAND AND MACHINE WOODWORKING

PHOTO-OFFSET FUNDAMENTALS

DRAFTING BASICS

SMALL ENGINE MECHANICS

AUTOMOTIVE SERVICE AND REPAIR

COMPUTER LITERACY: PROBLEM-SOLVING WITH COMPUTERS

DIGITAL ELECTRONICS

BASIC COMPUTING

BUILDING CONSTRUCTION TECHNOLOGY

WELDING TECHNOLOGY

UNDERSTANDING GRAPHIC ARTS

OBJECT AND IMAGE

PHOTOGRAPHY

BLACK AND WHITE DARKROOM DATA GUIDE

DRAFTING BASICS

DRAFTING FUNDAMENTALS

FUNDAMENTALS OF TECHNICAL DRAWING

MECHANICAL ENGINEERING DRAWING STANDARDS

RECOMMENDED RESOURCES

UNDERSTANDING GRAPHIC ARTS

PHOTOGRAPHY

ADVERTISING GRAPHICS

GRAPHIC COMMUNICATIONS

AUTOMOTIVE MECHANICS FUNDAMENTALS

AUTOMOTIVE TECHNOLOGY

COLLISION REPAIR GUIDE

BUILDING CONSTRUCTION TECHNOLOGY

CANADIAN WOOD-FRAME HOUSE CONSTRUCTION

ALBERTA BUILDING CODE

MACHINING FUNDAMENTALS

MACHINE TOOLS METALWORKING

FUNDAMENTALS OF OXY-ACETYLENE AND ARC WELDING

WELDING TECHNOLOGY

WELDING TECHNOLOGY: STUDENT'S MANUAL

PLUMBING AND DRAINAGE ACT REGULATIONS

PRIVATE SEWAGE DISPOSAL SYSTEMS

ILLUSTRATIONS FOR THE 1980 ALBERTA PLUMBING AND DRAINAGE

INSTALLATION CODE FOR NATURAL GAS BURNING APPLIANCES

INSTALLATION CODE FOR PROPANE BURNING APPLIANCES

RECOMMENDED RESOURCES

PIPE FITTERS AND PIPE WELDERS HANDBOOK

SHEET METAL SHOP PRACTICE

STANDARD TEXTBOOK OF COSMETOLOGY

INSTRUCTOR'S MANUAL FOR THE PROFESSIONAL COSMETOLOGIST

STUDY GUIDE FOR THE PROFESSIONAL COSMETOLOGIST

ANSWERS FOR STUDY GUIDE FOR THE PROFESSIONAL COSMETOLOGIST

STATE BOARD REVIEW FOR THE PROFESSIONAL COSMETOLOGIST

ANSWERS TO STATE BOARD REVIEW FOR PROFESSIONAL COSMETOLOGIST

TEXTBOOK FOR NURSING ASSISTANTS

FIRST AID, SAFETY ORIENTED

ENERGY: ELECTRICITY/ELECTRONICS

BASIC ELECTRICITY: A TEXT-LAB MANUAL

ELECTRONIC PRINCIPLES

DIGITAL PRINCIPLES AND APPLICATIONS

MICROPROCESSORS AND MICROCOMPUTERS

FLORAL DESIGN AND ARRANGEMENT

TURFGRASS MANAGEMENT

ORNAMENTAL HORTICULTURE

POWER UNDER CONTROL

SPORTSMANLIKE DRIVING - TEACHER'S ED.

BUSINESS EDUCATION RESOURCES

PRESCRIBED RESOURCES

PROGRAMMING IN BASIC

INTRODUCTION TO COMPUTERS AND DATA PROCESSING

CENTURY 21 ACCOUNTING

ACCOUNTING: A SYSTEMS APPROACH

CENTURY 21 ACCOUNTING: ADVANCED COURSE

ELEMENTS OF ACCOUNTING: SENIOR COURSE

20TH CENTURY BOOKKEEPING AND ACCOUNTING, ADVANCED COURSE

OFFICE SYSTEMS AND PROCEDURES

MODERN OFFICE PROCEDURES

OFFICE PROCEDURES 2000

APPLYING THE LAW

TAKE NOTICE

ALL ABOUT LAW

CANADIAN LAW

ISSUES IN CANADIAN LAW

BUSINESS MACHINES OPERATIONS AND APPLICATIONS

OFFICE MACHINES COURSE

THE WORLD OF BUSINESS

BUSINESS IN THE CANADIAN ENVIRONMENT

COMPUTER PROJECTS (APPLE)

PRESCRIBED RESOURCES

GENERAL BUSINESS AND CONSUMER FUNDAMENTALS

AN INTRODUCTION TO CANADIAN BUSINESS

INTRODUCTION TO MANAGEMENT

INTRODUCTORY MARKETING

MARKETING: A CANADIAN PERSPECTIVE

FORKNER SHORTHAND

FORKNER SHORTHAND OUTLINES FOR THE BUSINESS VOCABULARY

CORRELATED DICTATION AND TRANSCRIPTION

PRINCIPLES OF SPEEDWRITING, LANDMARK SERIES

DICTATION AND TRANSCRIPTION

GREGG SHORTHAND DICTIONARY

GREGG SHORTHAND, DIAMOND JUBILEE SERIES

NEW BASIC COURSE IN PITMAN SHORTHAND

STUDENT'S SHORTHAND DICTIONARY AND PHRASEBOOK

PITMAN SHORTERHAND

WRITING AND TRANSCRIPTION SKILL DEVELOPMENT

GREGG DICTATION, DIAMOND JUBILEE SERIES

PRESCRIBED RESOURCES

GREGG TRANSCRIPTION, DIAMOND JUBILEE SERIES

BASIC DICTATION

SHORTERHAND SKILLS FOR THE FUTURE

EFFECTIVE ENGLISH FOR BUSINESS COMMUNICATION

MATHEMATICS FOR BUSINESS WITH MACHINE APPLICATIONS

CANADIAN RECORD KEEPING AND BUSINESS PROCEDURES

BUSINESS APPLICATIONS IN TYPEWRITING

PROFESSIONAL APPLICATIONS IN TYPREWRITING

TYPING 300, VOLUME I

TYPING 300, VOLUME II

GREGG TYPEWRITING SERIES 7, BOOK 1

PERSONAL APPLICATIONS IN TYPEWRITING

BUILDING TYPING SKILLS

RECOMMENDED RESOURCES

SOLUTIONS MANUAL FOR PROGRAMMING IN BASIC

STUDENTS WORKBOOK AND GUIDE TO INTRODUCTION TO COMPUTERS

MANUAL TO CENTURY 21 ACCOUNTING

ACCOUNTING 10 WORKBOOK FOR CENTURY 21 ACCOUNTING

ACCOUNTING 20 WORKBOOK FOR CENTURY 21 ACCOUNTING

TEACHER'S EDITION FOR CENTURY 21 ACCOUNTING, CH. 1-22

TEACHER'S EDITION FOR CENTURY 21 ACCOUNTING, CH. 23-33

WORKING PAPERS 10 FOR ACCOUNTING: A SYSTEMS APPROACH

WORKING PAPERS 20 FOR ACCOUNTING: A SYSTEMS APPROACH

TEACHER'S RESOURCE BOOK AND KEY TO ACCOUNTING: A SYS.

MANUAL TO CENTURY 21 ACCOUNTING: ADVANCED COURSE

WORKBOOK 1, CENTURY 21 ACCOUNTING: ADVANCED COURSE, CH. 1-14

WORKBOOK 2, CENTURY 21 ACCOUNTING: ADVANCED COURSE, CH. 15-28

TEACHER'S EDITION, COMBINED WORKBOOKS, CENTURY 21: ADVANCED

WORKING PAPERS I, ELEMENTS OF ACCOUNTING: SENIOR COURSE

WORKING PAPERS II, ELEMENTS OF ACCOUNTING: SENIOR COURSE

RECOMMENDED RESOURCES

TEACHER'S RESOURCE BOOK, ELEMENTS OF ACCOUNTING: SENIOR

TEACHER'S MANUAL TO 20TH CENTURY BOOKKEEPING

WORKING PAPERS, CHAPTERS 1-7

WORKING PAPERS, CHAPTERS 8-14

WORKING PAPERS, CHAPTERS 15-28

ALLEN ELECTRONICS SERVICE, ACCOUNTING APPLICATION

VILLAGE GARDEN CENTRE BUSINESS SIMULATION

TEACHER'S KEY TO VILLAGE GARDEN CENTRE BUSINESS SIMULATION

QUADRASONICS BUSINESS SIMULATION SET

TEACHER'S KEY TO QUADRASONICS BUSINESS SIMULATION SET

NEW HORIZONS, BUSINESS SIMULATION SET

TEACHER'S KEY TO NEW HORIZONS, BUSINESS SIMULATIONS SET

JUDD PAINT COMPANY

ENVIROTROL, BUSINESS SIMULATION SET

TEACHER'S KEY TO ENVIROTROL, BUSINESS SIMULATION SET

CUSTOM AUTO CENTRE BUSINESS SIMULATION SET

TEACHER'S KEY TO CUSTOM AUTO CENTRE BUSINESS SIMULATION

RECOMMENDED RESOURCES

TEACHER'S MANUAL TO OFFICE PROCEDURES 2000

CANADIAN FILING PRACTICE

COMPLETE COURSE IN OFFICE PROCEDURES

WORKING PAPERS FOR COMPLETE COURSE IN OFFICE PROCEDURES

CASEBOOK FOR APPLYING THE LAW

TEACHER'S MANUAL FOR APPLYING THE LAW

WORKBOOK FOR TAKE NOTICE

TEACHER'S MANUAL FOR TAKE NOTICE

STUDENT WORKBOOK FOR ALL ABOUT LAW

TEACHER'S MANUAL FOR ALL ABOUT LAW

WORKBOOK FOR CANADIAN LAW

TEACHER'S MANUAL FOR CANADIAN LAW

STUDY GUIDE TO ISSUES IN CANADIAN LAW

IN PURSUIT OF JUSTICE

GUIDE TO SENTENCING RESOURCES IN ALBERTA

TEACHER'S MANUAL FOR THE WORLD OF BUSINESS

STUDENT'S WORKBOOK FOR THE WORLD OF BUSINESS

INSTRUCTOR'S MANUAL FOR BUSINESS IN THE CANADIAN ENVIRONMENT

STUDENT ACTIVITY GUIDE TO GENERAL BUSINESS AND CONS.

RECOMMENDED RESOURCES

TEACHER'S RESOURCE BOOK AND KEY TO GENERAL BUSINESS

SOLUTIONS MANUAL TO AN INTRODUCTION TO CANADIAN BUSINESS

PROJECTS AND ACTIVITIES FOR INTRODUCTORY MARKETING

KEY FOR TEXT FOR INTRODUCTORY MARKETING

PROJECTS AND ACTIVITIES FOR MARKETING: A CANADIAN PERSPECTIVE

TEACHER'S MANUAL FOR MARKETING: A CANADIAN PERSPECTIVE

FORKNER SHORTHAND STUDY GUIDE

TEACHER'S MANUAL FOR FORKNER SHORTHAND

FORKNER SHORTHAND DICTIONARY

STUDY GUIDE AND TEST MANUAL FOR CORRELATED TRANSCRIPTION

PRINCIPLES OF SPEEDWRITING TEACHER'S MANUAL

PRINCIPLES OF SPEEDWRITING WORKBOOK

WORKBOOK TO ACCOMPANY GREGG SHORTHAND

STUDENT'S TRANSCRIPT OF GREGG SHORTHAND

INSTRUCTOR'S HANDBOOK FOR GREGG SHORTHAND

KEY TO WORKBOOK FOR GREGG SHORTHAND

KEY TO NEW BASIC COURSE IN PITMAN SHORTHAND

RECOMMENDED RESOURCES

PITMAN SHORTERHAND DICTIONARY

TEACHER'S MANUAL AND KEY FOR CORRELATED DICTATION AND TRANSCRIPTION

STUDENT'S TRANSCRIPT OF GREGG DICTATION

INSTRUCTOR'S HANDBOOK FOR GREGG DICTATION

KEY TO WORKBOOK FOR GREGG TRANSCRIPTION

TRANSCRIPTION WORKBOOK TO ACCOMPANY GREGG TRANSCRIPTION

WORKBOOK TO ACCOMPANY GREGG TRANSCRIPTION

STUDENT'S TRANSCRIPT OF GREGG TRANSCRIPTION

INSTRUCTOR'S HANDBOOK FOR GREGG TRANSCRIPTION

KEY TO TRANSCRIPTION WORKBOOK OF GREGG DICTATION

KEYPOINTS TO SUCCESS

BASIC DICTATION, LONGHAND EDITION

STUDENT WORKBOOK FOR EFFECTIVE ENGLISH

TEACHER'S MANUAL FOR EFFECTIVE ENGLISH

MATHEMATICS FOR BUSINESS/MACHINE APPL. WORKBOOK 1

MATHEMATICS FOR BUSINESS/MACHINE APPL. WORKBOOK 2

RECOMMENDED RESOURCES

MATHEMATICS FOR BUSINESS/MACHINES APPL. WORKBOOK 3

MATHEMATICS FOR BUSINESS/MACHINE APPL. WORKBOOK 4

MATHEMATICS FOR BUSINESS/MACHINE APPL. WORKBOOK 5

MATHEMATICS FOR BUSINESS/MACHINE APPL. WORKBOOK 6

WORKBOOK CANADIAN RECORD KEEPING AND BUSINESS PROCEDURES

TEACHER'S MANUAL TO CANADIAN RECORD KEEPING

FAMILY FINANCIAL MANAGEMENT

OPEN ROAD CYCLERY PRACTICE SET

SERVICE STATION RECORD KEEPING

STATIONERY AND BUSINESS FORM FOR BUSINESS APPLICATIONS

TEACHER'S MANUAL TO BUSINESS APPLICATIONS

STATIONERY AND BUSINESS FORMS FOR PROFESSIONAL APPLICATIONS

TEACHER'S MANUAL TO PROFESSIONAL APPLICATIONS

TEACHER'S SERVICE MANUAL, TYPING 300

LEARNING GUIDES AND WORKING PAPERS, TYPEWRITING 10

LEARNING GUIDES AND WORKING PAPERS, TYPEWRITING 20

RECOMMENDED RESOURCES

LEARNING GUIDES AND WORKING PAPERS, TYPEWRITING 30

GREGG TYPEWRITING SERIES 7, TEACHER'S MANUAL

TEACHER'S MANUAL TO PERSONAL APPLICATIONS IN TYPING

TEACHER'S REFERENCE TO PERSONAL APPLICATIONS IN TYPING

PROGRAMMING IN BASIC

APPLYING THE LAW

CASEBOOK FOR APPLYING THE LAW

TEACHER'S MANUAL FOR APPLYING THE LAW

PROJECTS AND ACTIVITIES FOR INTRODUCTORY MARKETING

PROJECTS AND ACTIVITIES FOR MARKETING: A CANADIAN PERSPECTIVE

STUDY GUIDE AND TEST MANUAL FOR CORRELATED TRANSCRIPTION

KEY TO NEW BASIC COURSE IN PITMAN SHORTHAND

INSTRUCTOR'S HANDBOOK FOR GREGG TRANSCRIPTION

STUDENT WORKBOOK FOR EFFECTIVE ENGLISH

OPEN ROAD CYCLERY PRACTICE SET

GREGG TYPEWRITING SERIES 7, BOOK 1

GREGG TYPEWRITING SERIES 7, TEACHER's MANUAL

HOME ECONOMIC RESOURCES

PRESCRIBED RESOURCES

WHAT'S TO EAT

THIS THE LIFE

TRY THIS ON FOR SIZE

GUIDE TO MODERN MEALS

GUIDE TO GOOD FOOD

BASIC NUTRITION AND DIET THERAPY

CONCEPTS IN CLOTHING

COMPLETE GUIDE TO SEWING

EASY, EASIER, EASIEST TAILORING

RECOMMENDED RESOURCES

TRY THIS ON FOR SIZE, TEACHER'S GUIDE AND DUPLICATING MASTERS

WHAT'S TO EAT RESOURCE BOOK

THIS THE LIFE, RESOURCE BOOK

FOOD FOR TODAY

COMMUNITY POTPOURRI

THE RIGHT COMBINATION

EXPLORING HOMEMAKING AND PERSONAL LIVING SKILLS

COMMUNITY POTPOURRI

THE RIGHT COMBINATION

CANADIAN COOKBOOK

FOOD AND PEOPLE

PEOPLE FOOD AND SCIENCE

INDIVIDUALITY IN CLOTHING SELECTION AND PERSONAL APPEARANCE

SCIENCE RESOURCES - ELEMENTARY

PRESCRIBED RESOURCES

HOUGHTON MIFFLIN SCIENCE PROGRAM

Houghton Mifflin Science, Level 1
Houghton Mifflin Science, Level 2
Houghton Mifflin Science, Level 3
Houghton Mifflin Science, Level 4
Houghton Mifflin Science, Level 5
Houghton Mifflin Science, Level 6

STEM PROGRAM

(Addison-Wesley)

STEM Science, Book 1
STEM Science, Book 2
STEM Science, Book 3
STEM Science, Book 4
STEM Science, Book 5
STEM Science, Book 6

RECOMMENDED RESOURCES

Teacher's Guide to:

Houghton Mifflin Science, Level 1
Houghton Mifflin Science, Level 2
Houghton Mifflin Science, Level 3
Houghton Mifflin Science, Level 4
Houghton Mifflin Science, Level 5
Houghton Mifflin Science, Level 6

Teacher's Guide to:

STEM Science, Book 1
STEM Science, Book 2
STEM Science, Book 3
STEM Science, Book 4
STEM Science, Book 5
STEM Science, Book 6

STEM Science Experience and Record:

Book 3, Student's
Book 4, Student's
Book 5, Student's
Book 6, Student's

STEM Science Experience and Record:

Book 3, Teacher's
Book 4, Teacher's
Book 5, Teacher's
Book 6, Teacher's

STEM Science Duplicator Masters:

Book 1
Book 2
Book 3
Book 4
Book 5
Book 6

PRESCRIBED RESOURCES

EXPLORING SCIENCE SERIES

(Doubleday)

Exploring Science, Orange, Level 1
Exploring Science, Gold, Level 2
Exploring Science, Blue, Level 3
Exploring Science, Brown, Level 4
Exploring Science, Green, Level 5
Exploring Science, Red, Level 6

Prairie Habitat, Teacher's Guide

SOCIETY, ENVIRONMENT AND ENERGY DEVELOPMENT STUDIES

(Energy Literacy Series)

S.E.E.D.S. Student Text, Grade 1
S.E.E.D.S. Student Text, Grade 2
S.E.E.D.S. Student Text, Grade 3
S.E.E.D.S. Student Text, Grade 4
S.E.E.D.S. Student Text, Grade 5
S.E.E.D.S. Student Text, Grade 6

S.E.E.D.S. Teacher's Resource Package for:

- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6

RECOMMENDED RESOURCES

Prairie Habitat, Teacher's Guide

Teacher's Guide to:

- *Exploring Science, Orange, Level 1*
- *Exploring Science, Gold, Level 2*
- *Exploring Science, Blue, Level 3*
- *Exploring Science, Brown, Level 4*
- *Exploring Science, Green, Level 5*
- *Exploring Science, Red, Level 6*

Activities for Exploring Science:

- *Brown, Level 4, Student's*
- *Green, Level 5, Student's*
- *Red, Level 6, Student's*

Activities for Exploring Science:

- *Brown, Level 4, Answer Key*
- *Green, Level 5, Answer Key*
- *Red, Level 6, Answer Key*

PRESCRIBED RESOURCES

EXAMINING YOUR ENVIRONMENT
(Holt)

Ecology in Your Community
Miniclimates
Pollution
The Dandelion
Birds
Your Senses
Small Creatures
Mapping Small Places

RECOMMENDED RESOURCES

Teacher's Guide to:
Ecology in Your Community
Miniclimates
Pollution
The Dandelion
Birds
Your Senses
Small Creatures
Mapping Small Places
Running Water, Student's Text
Snow and Ice, Student's Text
Running Water, Teacher's Guide
Trees, Teacher's Guide
Snow & Ice, Teacher's Guide
Astronomy, Teacher's Guide

ELEMENTARY SCIENCE STUDY
(McGraw)

Growing Seeds, Teacher's Guide
Light and Shadows, Teacher's Guide
Life of Beans and Peas, Teacher's Guide
Clay Boats, Teacher's Guide
Sink of Float, Teacher's Guide
Starting From Seeds, Teacher's Guide
Brine Shrimp, Teacher's Guide
Gases abd Airs, Teacher's Guide
Gases and Airs, Teacher's Kit
Balloons and Gases, Teacher's Guide
Balloons and Gases, Class Kit 1
Changes, Teacher's Guide
Attribute Games, Teacher's Guide
Attribute Games, Cards
Attribute Games, Stickers
Attribute Games, A Blocks
Attribute Games, People Pieces
Attribute Games, Colour Cubes
Attribute Games, Materials
Pond Water, Teacher's Guide
Small Things, Teacher's Guide
Ice Cubes, Teacher's Guide
Behaviour of Mealworms, Teacher's Guide
Coloured Solutions, Teacher's Guide
Optics, Teacher's Guide
Optics, Two Light Sources
and Accessories

Structures, Teacher's Resource Guide
Batteries and Bulbs 11, T.R.G.
Stream Tables, T.R.G. & Cards
Rocks and Charts, T.R.G.
Drops, Streams & Containers, T.R.G.
Pendulums, T.R.G.
Mapping, Teacher's Resource Guide
Microgardening, T.R.G.
Eggs and Tadpoles, T.R.G.
Tracks, Teacher's Resource Guide
Daytime Astronomy, T.R.G.
Budding Twigs, T.R.G.

PRESCRIBED RESOURCES

Mystery Powders, Teacher's Guide
Whistles and Strings, Teacher's Guide
Musical Instrument Recipe Book
Batteries and Bulbs, Teacher's Guide
Heating and Cooling, Teacher's Guide
Heating and Cooling, 10-student Kit
Kitchen Physics, Teacher's Guide
Kitchen Physics, Teacher's Kit-Class Equipment Package

SCIENCE IN ACTION SERIES

(McGraw)

The Outdoors: Studies for Open Places
Studying Streams
Studying Plants
Studying Mammals

RAND McNALLY SCIIS

(Delta Education Inc.)

Physical/Earth Science Sequence

Complete Kit for:

Level 1 - Material Objects
Level 2 - Interaction and Systems
Level 3 - Subsystems and Variables
Level 4 - Relative Position and Motion
Level 5 - Energy Sources
Level 6 - Scientific Theories

RECOMMENDED RESOURCES

Teacher's Guide for:

Level 1 - Material Objects
Level 2 - Interaction and Systems
Level 3 - Subsystems and Variables
Level 4 - Relative Position and Motion
Level 5 - Energy Sources
Level 6 - Scientific Theories

Package of 8 student manuals for:

Level 1 - Material Objects
Level 2 - Interaction and Systems
Level 3 - Subsystems and Variables
Level 4 - Relative Position and Motion
Level 5 - Energy Sources
Level 6 - Scientific Theories

PRESCRIBED RESOURCES	RECOMMENDED RESOURCES
RAND MCNALLY SCIIS (continued)	
Life/Earth Science Sequence	
Complete Kit for:	*Teacher's Guide for:*
Level 1 - Organisms Level 2 - Life Cycles Level 3 - Populations Level 4 - Environments Level 5 - Communities Level 6 - Ecosystems	*Level 1 - Organisms* *Level 2 - Life Cycles* *Level 3 - Populations* *Level 4 - Environments* *Level 5 - Communities* *Level 6 - Ecosystems*
	Package of 8 student manuals for:
	Level 1 - Organisms *Level 2 - Life Cycles* *Level 3 - Populations* *Level 4 - Environments* *Level 5 - Communities* *Level 6 - Ecosystems*
SCIENCE. . . A PROCESS APPROACH II *(Delta Education Inc.)*	
Complete Kit for:	*Extra expendables and spare instruction booklets for each*
Grade 1 - Modules 1-15 Grade 2 - Modules 16-30 Grade 3 - Modules 31-45	
MACDONALD SCIENCE 5/13 SERIES *(GLC)*	
Early Experiences, Stage 1 Change: Stages 1 and 2 and Background Early Explorations - Using the Environment Investigations, Part 1 - Using the Environment Investigations, Part 2 - Using the Environment	*Time: Stages 1 & 2 and Background* *Trees: Stages 1 & 2* *Ourselves: Stages 1 & 2* *Minibeasts: Stages 1 & 2*

PRESCRIBED RESOURCES

MACDONALD SCIENCE 5/13 SERIES
(Continued)

Tackling Problems, Part 1 -
Using the Environment
Tackling Problems - Part 2 -
Using the Environment

RECOMMENDED RESOURCES

WEDGE RESOURCES (Western Education Development Group)

There's Dirt in the Forest
The Snow Book
Seeing Through Trees
The Pond Book
The Creek Book
Science on a Kite String
The Jolly Green Classroom
Grounds for Erosion
Kids and Kites

WILD MAMMALS OF WESTERN CANADA

SCIENCE RESOURCES - JUNIOR HIGH

PRESCRIBED RESOURCES	RECOMMENDED RESOURCES
LIFE SCIENCE, A PROBLEM SOLVING APPROACH	
(Ginn)	
Life Science, A Problem Solving Approach	*Life Science, A Problem Solving Approach, Teacher's Edition*
LIFE SCIENCE: CHALLENGES TO SCIENCE	
(McGraw-Hill)	
Life Science: Challenges to Science	*Life Sciences: Challenges to Science, Teacher's Guide*
PRAIRIE HABITAT: UNIT #10	
Prairie Habitat: Unit #10	*Prairie Habitat: Unit #10, Teacher's Guide*
EARTH SCIENCE: CHALLENGES TO SCIENCE	
(McGraw-Hill)	
Earth Science: Challenges to Science	*Earth Science: Challenges to Science, Teacher's Edition*
EARTH SCIENCE: SPACESHIP EARTH	
Earth Science: Spaceship Earth	*Earth Science: Spaceship Earth Teacher's Edition*
PHYSICAL SCIENCE INVESTIGATIONS	
(Houghton)	
Physical Science Investigations	*Physical Sciences Investigations, Teacher's Guide*
PHYSICAL SCIENCE, A PROBLEM SOLVING APPROACH *(Ginn)*	
Physical Science, A Problem Solving Approach	*Physical Science, A Problem Solving Approach, Teacher's Edition*

PRESCRIBED RESOURCES	RECOMMENDED RESOURCES
PHYSICAL SCIENCE: INTERACTIONS OF MATTER AND ENERGY (Heath)	
Physical Science: Interactions of Matter and Energy	*Physical Science: Interactions of Matter and Energy, Teacher's Manual*
PHYSICAL SCIENCE - AN INTRODUCTORY STUDY	
Physical Science - An Introductory Study	*Physical Science - An Introductory Study, Teacher's Guide*

RECOMMENDED RESOURCES

INVESTIGATING THE EARTH

Investigating The Earth
Investigating The Earth, Teacher's Edition

YOU AND THE ENVIRONMENT: AN INVESTIGATIVE APPROACH

LIFE: ACTIVITIES AND EXPLORATIONS

FOCUS ON LIFE SCIENCE

INTERACTION OF MAN AND THE BIOSPHERE

LIFE SCIENCE: SPACESHIP EARTH

EXPLORING LIFE SCIENCE

WILDFLOWERS ACROSS THE PRAIRIES

WILD MAMMALS OF WESTERN CANADA

FOCUS ON EARTH SCIENCE

EARTH SPACE SCIENCES

PHYSICAL SCIENCE: SPACESHIP EARTH

INTERACTION OF MATTER AND ENERGY

BIOLOGY KEYS

Key to Alberta Amphibia, Some Fresh-Water Invertebrates
Key to Aquatic Mollusks of Alberta Prairies and Parklands

RECOMMENDED RESOURCES

BIOLOGY KEYS (Continued)

Key to the Bryophytes of Alberta Prairies and Parklands
Key to the Families of Alberta Fishes
Key to the Mammals of Alberta
Key to the Mammals of Alberta
Key to the Principal Groups of Alberta Insects
Key to the Tree-Dwelling Lichens of Alberta Prairies and Parklands

SOCIETY, ENVIRONMENT AND ENERGY DEVELOPMENT STUDIES

S.E.E.D.S. Nonrenewable Sources of Energy, Student Book
S.E.E.D.S. Renewable Sources of Energy, Student Book
S.E.E.D.S. Sources of Electrical Energy, Student Book
S.E.E.D.S. Nonrenewable Sources of Energy, Teacher's Resource
S.E.E.D.S. Renewable Sources of Energy, Teacher's Resource
S.E.E.D.S. Sources of Electrical Energy, Teacher's Resource

SCIENCE RESOURCES (BIOLOGY) - SENIOR HIGH

PRESCRIBED	RECOMMENDED
Biological Science, An Inquiry into Life, BSCS Yellow Version	*Biological Science, An Inquiry Into Life: Teacher's Manual*
BSCS High School Biology, Green Version	*BSCS High School Biology, Teacher's Edition*
Modern Biology (82 Ed.)	*Modern Biology, Teacher's Guide*
	Wildflowers Across the Prairies
	Wild Mammals of Western Canada
Biology	*Instructors Manual to Investigations in Biology*
Foundations of Biology	*Instructors Manual to Biology*
Investigations In Biology (Lab Book)	*BIOLOGY KEYS*
	Key to Alberta Amphibia, Some Fresh-Water Invertebraes, Reptiles
	Key to Aquatic Mollusks of Alberta Prairies and Parklands
	Key to Bryophytes of Alberta Prairies and Parklands
	Key to Families of Alberta Fishes
	Key to the Mammals of Alberta
	Key to the Principal Groups of Alberta Insects
	Key to the Tree-Dwelling Lichens of Alberta Prairies and Parklands
Biology (Silver Burdett)	*Biology (Silver Burdett) Teacher's Ed.*
Biology: Living Systems	*Biology: Living Systems Teacher's Ed.*
Laboratory Biology: Investigating Living Systems	*Laboratory Biology: Investigating Living Systems. Teacher's Ed.*
	Student Laboratory Guide to Biological Science, An Inquiry Into Life

SCIENCE RESOURCES (SCIENCE 11) - SENIOR HIGH

PRESCRIBED	RECOMMENDED
Principles of Science, Book 2	*Principles of Science Book two "A Learning Strategy for the Laboratory" Teacher's Ed.*
Principles of Science, Book Two "A Learning Strategy for the Labatory"	*Principles of Science: Book Two, Teacher's Annotated Ed.*
	Principles of Science: Book Two, "Activity Centred Program" T.G.
	Principles of Science: Book Two, "Spirit Duplicating Masters"
ISIS MATERIALS	
Eye and Vision	*Eye and Vision, Teacher's Annotated Ed.*
Fire	*Fire, Teacher's Annotated Ed.*
Food and Micro-Organisms	*Food and Micro-Organisms, Annot. T.E.*
Fossil Fuels	*Fossil Fuels, Teacher's Ann. Ed.*
Generation Link	*Generation Link, A.T.E.*
Getting Enough Oxygen	*Getting Enough Oxygen, A.T.E.*
Gut Reactions	*Gut Reactions, A.T.E.*
Heart Attack	*Heart Attack, A.T.E.*
Household Energy	*Household Energy, A.T.E.*
Housepower	*Housepower, A.T.E.*
It's All Air	*It's All Air, A.T.E.*
Keeping Fit	*Keeping Fit, A.T.E.*
Kitchen Chemistry	*Kitchen Chemistry, A.T.E.*
Know the Bug	*Know the Bug, A.T.E.*
Know Your Car	*Know Your Car, A.T.E.*
Let's Eat	*Let's Eat, A.T.E.*
Nerves in Action	*Nerves in Action, A.T.E.*
Packaging Passengers	*Packaging Passengers, A.T.E.*
Physics of Sport	*Physics of Sport, A.T.E.*
Plants Indoors	*Plants Indoors, A.T.E.*
Sharing the Earth	*Sharing the Earth, A.T.E.*
Sounds of Music	*Sounds of Music, A.T.E.*
Touch the Earth	*Touch the Earth, A.T.E.*
Birth and Growth	*Birth and Growth, A.T.E.*
Human Reproduction	*Human Reproduction A.T.E.*
	Eye and Vision, Test Duplicating Masters
	Fire, " " "
	Food & Micro-Organisms, T.D.M.
	Fossil Fuels, Test Duplicating Masters
	Generation Link " " "
	Getting Enough Oxygen T.D.M.
	Gut Reaction, Test Duplicating Masters
	Heart Attack, " " "
	Household Energy " " "
	Housepower, " " "
	It's All Air, " " "

RECOMMENDED

Keeping Fit, Test Duplicating Masters
Kitchen Chemistry T.D.M.
Know the Bug, Test Duplicating Masters
Know Your Car " " "
Let's Eat " " "
Nerves In Action " " "
Packaging Passengers T.D.M.
Physics of Sport, T.D.M.
Plants Indoors, T.D.M.
Sharing the Earth T.D.M.
Sounds of Music T.D.M.
Touch the Earth T.D.M.
Birth and Growth T.D.M.
Human Reproduction T.D.M.

Individual Science Instructional System
"Managing ISIS" (Teacher's Handbook)
Chemistry of Common Substances

Chemistry of Common Substances T.G.

Action Biology
Action Biology T.G.

SCIENCE RESOURCES (PHYSICS) - SENIOR HIGH

PRESCRIBED	**RECOMMENDED**
PHYSICS 10-20-30	
Motions, Physics: A Human Endeavour (Unit 1)	*Motion in the Heavens, Physics: A Human Endeavour (Unit 2)*
Energy & Conservation, Physics: A Human Endeavour (Unit 3)	*Solar Energy: Solar Energy for the 80's* *Solar Energy: Solar Energy for the 80's Teacher's Guide*
Project Physics: Unit 4, Light & Electro Magnetism	
Project Physics: Unit 5, Models of the Atom	
Project Physics: Resource Book	
PHYSICS 22-32	
Physics, An Experimental Science	*Laboratory Manual for Physics, An Experimental Science*

SCIENCE RESOURCES (CHEMISTRY) - SENIOR HIGH

PRESCRIBED	RECOMMENDED
CHEMSITRY 10-20-30	
Keys to Chemistry	*Keys to Chemistry, Teacher's Guide*
Laboratory Keys to Chemistry	*Laboratory Keys to Chemistry, T.G.*
Keys to Organic Chemistry	*Keys to Organic Chemistry, T.G.*
	Modern Chemistry
Chemistry: Experiments & Principles	*Chemistry: Experiments & Principles Teacher's Guide*
Laboratory Manual for Chemistry: Experiments & Principles	*Laboratory Manual for Chemistry: Experiments & Principles T.G.*
Proton Chemistry: the reactions of acids and bases	*The Nature of Matter*
	Chemistry Today
	Reactions & Reason
	Diversiry & Periodicity
	Diversity & Periodicity T.G.
	Chemistry of Metallurgy
	Chemistry of Man & Molecules
	Chemistry of Photography
	Chemistry of Modern Perspective
	Alberta Chemical Industries
	Potentially Hazardous Chemicals
	Communities of Molecules
	Form and Function *Form and Function T.G.*
	Molecules in Living Systems
	Water, Chemistry & Ecology
	The Delicate Balance

	RECOMMENDED
	Chemistry of the Car
	Keys to Environmental Chemistry
	Analytical Chemistry
	World of Carbon: Organic Chemistry
	Keys to Oxidation-Reduction
	Chemistry: A Science for Today
	Chemistry, Man & Society
	Environmental Chemistry
	Chemical Bonding
	Foods & Their Analogs
	Athabasca Tar Sands
	Ethylene & Its Derivatives
	Nuclear Chemistry
	Alchem Elective Units T.G.
	Metallurgy and Corrosion
	Acids and Bases
	Oxidation and Reduction
	Chemistry of Carbon
	Principles of Chemical Equilibrium
	Rates of Chemical Reactions
Alchem 10	*Alchem 10, Teacher's Guide*
Alchem 20	*Alchem 20, Teacher's Guide*
Alchem 30	*Alchem 30, Teacher's Guide*

COMPUTER LITERACY RESOURCES

RECOMMENDED RESOURCES

THE TOMORROW CITY

BE A COMPUTER LITERATE

THE STAR WARS QUESTION AND ANSWER BOOK ABOUT COMPUTERS

COMPUTERS

MY FRIEND THE COMPUTER

THE TURTLE'S SOURCEBOOK

APPLE LOGO IN THE CLASSROOM

COMPUTER LITERACY #1 - INPUT, PROCESSING, OUTPUT

COMPUTER LITERACY #2 - COMPUTERS, CALCULATORS AND GAMES

COMPUTER LITERACY #3 - COMPUTERS AND YOU

SOCIAL STUDIES RESOURCES - ELEMENTARY

PRESCRIBED

DISCOVERY BOOK SERIES
You are Special
Growing Always Seems to Be Up
Helping Makes Me Happy
The Mad Book
The Sad Book
Do You Ever Get Scared?
What Mothers Do
What Fathers Do
Sun Neen, the Best Time of the Year
Hanukkah, the Festival of the Lights

CONNECTIONS IN SOCIAL STUDIES SERIES
Can You Tell It's Me?
Can You Tell We Are A Family?

My Family and Me (Kit)

WORLD OF ME SERIES
Activity Print 1
Activity Print II

DISCOVERY BOOKS SERIES
On the Safe Side
My Police Friends
My Health Friends
A Workday in the City
A Farmer is a Friend

CONNECTIONS IN SOCIAL STUDIES SERIES
Can You Tell Where I Live?

Basic Concepts In Social Studies III (Kit)

Camel Herders of North African Desert

Worldview (Kit)

RECOMMENDED

Should I Be Like Others? (Teaching Unit 1A)
Developing Understanding of Self & Others DUSO Kit D-1
Focus on Self-Development, Stage 1, Awareness (Kit)
Ourselves, Stages 1 & 2
Free to Be . . . You and Me
Project Five to Nine

WINDOWS ON OUR WORLD SERIES
Me, Media Kit
Me, Teacher's Annotated Edition
Me, Activity Sheets

CONNECTIONS IN SOCIAL STUDIES SERIES
Can You Tell We Are A Family? T.G.
Can You Tell It's Me? T.G.

WINDOWS ON OUR WORLD SERIES
Things We Do Text
Things We Do Teacher's Edition

Should All Family Members Be Treated Alike (Teaching Unit 1B)

WORLD OF ME SERIES
Teacher's Resource Book
Audio Visual Kit

IN YOUR COMMUNITY SERIES
Policeman
Letter Carrier
Fire Fighter

WINDOWS ON OUR WORLD SERIES
The World Around Us Text
The World Around Us Teachers Ed.

WOMEN AT WORK SERIES
Myra Builds A House
Maryon Makes Shapes
Ellie Sells Fish
Dr. Mary's Animals

CONNECTIONS in SOCIAL STUDIES SERIES
Can You Twll Where I Live? T.G.

Maps for Mandy & Mark

PRESCRIBED	**RECOMMENDED**
	What Rules Should We Have In Our Community? (Teaching Unit 2A)
	Why We Have Laws: Shiver, Gobble and Snore (Film)
	SOCIAL and ENVIROMENTAL STUDIES SERIES *The Brambles* *Travels with Mr. Tremors* *Spookane Estate* *Teachers' Manual to Beaver Hill Books*
	The Changing Countryside (Picture Set) *The Changing City (Picture Set)* *Should Some Services Be Provided in All Communities? (Teaching Unit 2C)*
Cities Are For People	*Let's Make Maps, A Pre-Atlas Workbook*
	SOCIAL and ENVIROMENTAL STUDIES SERIES *Canada Close-Up Kit* *Canada Close-Up - Coast to Coast* *Canada Close-Up - People of the Plains* *Canada Close-Up - Je Suis Candien* *Canada Close-Up - T.R.B.*
	CANADA: OUR ROOTS & ENVIRONMENT SERIES *Canada: Our People* *Canada: Our Home* *Teacher's Guidebook to Canada: Our Home* *Should We Work Alone or Together? (Teaching Unit 3B)* *The Pioneer Community At Work (Kit)*
	People Call It Home
	COMMUNITY SERIES (Films) *Neighborhoods* *Business* *Services*
KANATA SERIES Albertans: Past, Present Future (Text)	*This Land: Alberta*
	How Should Albertans Use Their Natural Resources: (Teaching Unit 4A)
	A Prairie Boy's Winter
	A Prairie Boy's Summer

PRESCRIBED

GROWTH OF A NATION SERIES
- Life in New France
- Life of the Loyalists
- The Fur Trade
- Life in Acadia
- Northwest Mounted Police
- Growth of a Nation Study Prints

Settling the West (Kit)
Canada: Growth of A Nation

Canada (Kit)
Canada: This Land of Ours

Canada's Nearest Neighbor: The United States
Neighbours: The United States and Canada

PEOPLE OF THE PAST SERIES
- The Aztecs

MODERN KNOWLEDGE LIBRARY SERIES
- Ancient Greece
- The Incas
- Ancient Rome

Exploring Civilizations, A Discovery Approach

PEOPLE IN CHANGE SERIES
- South Asia

Living in China

Here's How It Happens, How Governments Work in Canada

RECOMMENDED

GROWTH of NATION SERIES
- *In the Pioneer Home*
- *Building a New Life*

CANADIAN VANISHING COMMUNITY SERIES
- *Fishermen and Traders of the North Pacific Coast*
- *Cultivators and Traders of the Eastern Woodland*
- *Hunters and Gatherers of the Central Artic*
- *Hunters and Gatherers of the Western Plains*

Settlers of North America (Kit)
Canada from Sea to Sea (Kit)
Canada and You: A Workbook of Map & Globe Skills

Should Canada's Regions Share Their Natural Resources? (Teaching Unit 5B)
Canadian Communities, Student Text
Canadian Communities, Teacher's Manual
Canada: This Land of Ours, Teacher's Ed.

Should Canadians Try To Be Similar To or Different from Americans? (Teaching Unit 5C)
Canada's Nearest Neighbor: The United States, Teacher's Handbook
Neighbours: The United States and Canada, Teacher's Guide
Our Nearest Neighbour, The United States - Audio Series, T.G.
How Should People Meet Their Basic Needs? (Teaching Unit 6A)
Civilizations of the Past: Peoples and Culture

KNOWING ANCIENT HISTORY SERIES
- *Ancient Egypt*
- *Ancient Greece*
- *Ancient Rome*

PEOPLES OF THE PAST SERIES
- *The Greeks*
- *The Romans*
- *The Egyptians*

Secrets From the Past (Text & Activities Sheets)

PRESCRIBED

Working Together (Old Ed.)
Working For Canadians (New Ed.)
The Structure of Government (Kit)

RECOMMENDED

PICTURE THE PAST SERIES
Gods, Greeks & Romans

Ancient Civilization (Kit)
Exploring Civilizations, A Discovery Approach: Teacher's Guide

Should the People of China and Canada Solve Their Problems in Similar Ways? (Teaching Unit 6B)

Culture Realms of the World: South East Asia

Families of Asia (Kit)
Indonesia: Meeting Human Needs

SOCIAL & ENVIROMENTAL STUDIES SERIES
The World of People: The Eastern Hemisphere

China's Way: The Commune as an Idea for Change, Student Text
China's Way: The Commune as an Idea for Change, Teacher's Guide
China Study Print Program

A GLIMPSE OF MODERN CHINA
Education in China (Kit)
What is A Commune? (Kit)

Pictorial Images of China Today (Kit)

PEOPLE IN CHANGE SERIES
East Asia
East Asia - Teacher's Guide
South Asia - Teacher's Guide
Introduction to People in Change (Teacher's Guide)

Life in the People's Republic of China (Kit)
China (Fitzhenry & Whiteside)

Working for Canadians, Teacher's Manual

From Citizen to Citizen - videotapes and Teacher's Manual

SOCIAL STUDIES RESOURCES - JUNIOR HIGH

PRESCRIBED

Marooned: An Examination of Culture (Kit) 1979 Edition

Pygmies of the Ituri Forest

SURVIVING PEOPLES SERIES
- Aborigines

The Metis People of Canada: A History

MULTICULTURAL CANADA SERIES:
- The Italian Canadians
- The Japanese Canadians
- The Ukrainian Canadians
- The Mennonite Canadians
- The Scottish Canadians
- The Chinese Canadians

WESTERN CIVILIZATION SERIES:
- Imperialism and the Emerging Nations

GLOBAL INSIGHTS: PEOPLE & CULTURE SERIES
- India
- Sub-Saharan Africa

Tradition and Modernization in Asia and Africa (Kit)

Flashback Canada

RECOMMENDED

Learning About Peoples and Cultures
How To Study Cultures: A Unit of Study (Kit)
Through Whose Eyes Should We View the Aborigines? (Teaching Unit 7B)
Pygmies of the Ituri Forest, T.G.

The Arctic Through Eskimo Eyes (Kit)
The Canadian Mosaic (Kit)
To the Promised Land: Contributions of Ukrainians to Canadian Society
Minority Canadians: Ethnic Groups (Teacher's Reference)

SURVIVING PEOPLES SERIES:
- *Eskimos*

High Arctic Heritage (Kit)
Land of Pain, Land of Promise, First Person Accounts by Ukrainian Pioneers 1891 - 1914

MULTICULTURAL CANADA SERIES
- *The Italian Canadians - Teacher's Resource Book*
- *The Japanese Canadians - Teacher's Resource Book*
- *The Ukrainian Canadians - Teacher's Resource Book*
- *The Mennonite Canadians - Teacher's Resource Book*

Multicultural Canada: A Teacher's Guide to Ethnic Studies
Polish Heritage in Alberta

CANADIANA SCRAPBOOK SERIES
- *A Nation Beckons: Canada 1896-1914*
- *A Nation Launched: MacDonald's Dominion 1867 - 1896*

FOCUS ON CANADIAN HISTORY SERIES
- *Rebellions in Canada*

Government and You

How Should We Relate to Our Legal System? (Teaching Unit 8B)

PRESCRIBED	RECOMMENDED
	CANADA: ORGINS & OPTIONS SERIES *Our Legal Heritage* *You and Your Government*
	CANADIANS SERIES: *George Brown* *E. Cora Hind* *R.B. Bennett*
	This Law of Ours *All About the Law: Exploring the Canadian Legal System*
	Mock Trial Kit
	What Glorious Times They Had: Nellie McClung, A Satire
	WE BUILT CANADA SERIES *Nellie McClung & Women's Rights* *The Mounties & Law Enforcement* *John A. MacDonald and Confederation*
	Should a Competitive Culture Be Able to Force Another to Change? (Teaching Unit 8C)
WESTERN CIVILIZATION SERIES The Growth of Industrialization	*WESTERN CIVILIZATION SERIES:* *Teaching Guide, Inquiry: Western Civilization (to be used with Imperialism & the Emerging Nations)* *Colonialism, A Case Study: Namibia (Film)*
People, Technology and Change The Impact of the Industrial Revolution	
The Soviet World (Kit) The Soviet Union Across Canada: Resources & Regions The Technology Connection: The Impact of Technology on Canada	*BLACK MAN'S LAND SERIES (Films)* *White Man's Country* *Kenyatta*
	Spotlight on Development: Kenya, Malaysia, Algeria (Kit)
	PEOPLE OF THE WORLD SERIES *Kenya*
	Kenya: Focus on Nationalism
	Should We Limit Industrial Growth? (Teaching Unit 9A) *Then and There Source Books: The Industrial Revolution* *Dimensions of Change (Kit)* *The Impact of the Industrial Revolution (Teacher's Guide)* *Japan: Asia's Economic Super Power (Kit)*

PRESCRIBED

RECOMMENDED

WESTERN CIVILIZATION SERIES
Teaching Guide, Inquiry:
Western Civilization (to be used with The Growth of Industrialization)

WE BUILT CANADA SERIES
R.B. Russell & the Labour Movement

Living with Technology: Can We Control Applied Science? (Kit)
The Rise of Organized Labour

Should Government Restrict Personal Freedoms in the Interest of the State: (Teaching Unit 9B)

Journey Across Russia: The Soviet Union Today (Kit)
Three Giant Powers: Studies in Russia, China, America
The Soviet Union & Eastern Europe (Text)
The Soviet Union & Eastern Europe (T.G.)

GLOBAL INSIGHTS: PEOPLE AND CULTURE SERIES
Soviet Union

Has Technological Change in Canadian Industry Been a Boon or A Disaster? A Case Study of Fishing (Teaching Unit 9C)

CANADIANA SCRAPBOOK SERIES
The Confident Years: Canada in the 1920's
The Depression Years: Canada in the 1930's

Canadians and their Environment
Work and Leisure
Canada: The Land and Its People
Across Canada; Resources & Regions (T.G.)
Living With Technology: Can We Control Applied Science? (Kit)

Canadian Industrialization (Text)
Canadian Industrialization (T.G.)

CURRICULUM SERIES
Technological Change in the Workforce
Union Organization and Strikes
Unions and Collective Bargaining Process

SOCIAL STUDIES RESOURCES - SENIOR HIGH

PRESCRIBED

Human Rights: Respecting Our Differences

In Search of Canada Vol. II

RECOMMENDED

Human Rights: Respecting Our Differences, Teacher's Manual
Canada Today, Text
Canada Today, Teacher's Manual
Human Rights: Who Speaks for Man (Kit)
Political Decisions in Canada, Text
Political Decisions in Canada, T.G.
In Search of Canada, Vol. I Text
In Search of Canada, T.G. I & II
In Pursuit of Justice: Issues in Canadian Law
Canadian Studies: Self & Society
Prejudice, Teacher's Manual
How Are We Governed in the 80's?
Human Rights (MacDonald Educ. Colour Unit)
Regionalism in Canada: Flexible Federalism or Fractured Nation?
At Issue: Energy Pricing (Kit)

THE POWER SERIES
- *Gaining Power: Democracy and Elections in Canada*
- *The Challenge of Power: Canada and the World*
- *Exercising Power: Government in Canada*

Canada: A Growing Concern, Text
Canada: A Growing Concern, T.G.
Why We Have Laws: Shiver, Gobble and Snore (Film)
Should Canadians Discourage Quebec Independence? (Teachning Unit IOB)

Canada's Century

CANADIAN CRITICAL ISSUES SERIES
- *Crisis in Quebec*

Canadian Issues & Alternatives
Keeping Canada Together
Origins, Canada's Multicultural Heritage
Canada: Towards Tomorrow
Forging a Destiny, Canada Since 1945 Text
Forging a Destiny, Canada Since 1945 T.G.
World's Homeless: Should We Help Them?

PRESCRIBED

- Our Western Heritage, Units I-4
- The Shaping of Western Society (Kit)
- The Shaping of Western Society (Text)

VIEWPOINTS IN WORLD HISTORY SERIES

- Was There Really a Renaissance?
- What Were the Causes of the Protestant Reformation?
- What Forces Guided the French Revolution?

- Challenge for Change: Geographical Approach to Selected World Issues
- Environmental Concerns, The World
- World Prospects
- The State of the World Atlas

RECOMMENDED

- *Should the Lessons of History Be Used to Chart Our Future? (Teaching Unit IIA)*
- *The Shaping of Western Society, T.G.*
- *Nineteenth Century Nationalism (Kit)*

INQUIRY: WESTERN CIVILIZATION SERIES

- *The Emerging Years*
- *Democracy and Nationalism*
- *The Rise of Totalitarian States*
- *Teacher's Guide for Inquiry*

EXPERIENCING HISTORY SERIES

- *The French Revolution*

- *Doomsday: 2I Century? (Kit)*
- *Tradition and Change in Four Societies, An Inquiry Approach, Text*
- *Tradition and Change in Four Societies, An Inquiry Approach, Teacher's Manual*
- *Third World, Development of Underdevelopment (Kit)*
- *Reshaping the Future, Toward a New International Economic Order (Kit)*

- *The People Problem: Population and Urban Expansion in Latin America (Kit)*
- *Altering the Images*
- *Environmental Concerns, The World, Teacher's Manual*
- *Five Minutes to Midnight (Film)*

GLOBAL ISSUES SEMINAR SERIES

- *North-South: World in Development Text*
- *North-South: World in Development Guide*
- *Changing Environments, Changing Peoples, Text*
- *Changing Environments, Changing Peoples, Guide*

- *World's Homeless: Should We Help Them? (Kit)*

- *The Developing World: Poverty, Growth and Rising Expectations Text*
- *The Developing World: Poverty, Growth and Rising Expectations T.G.*

PRESCRIBED

Our Western Heritage, Units 5-9
Modern Perspectives

VIEWPOINTS IN WORLD HISTORY SERIES
- How Did the Communists Seize Power in Russia?
- The Rise of the Nazi Horror: Who Was Responsible?

Why Nations Go to War
War and War Prevention
The Contemporary World: Conflict or Co-operation?

Ideologies
Political and Economic Systems

RECOMMENDED

The Ideas of Karl Marx (Kit)
A Map History of the Modern World
Fascist Dictorships (Kit)
World Powers in the Twentieth Century

INQUIRY: WESTERN CIVILIZATION SERIES
- *Democracy and Nationalism*
- *The Emerging Years*
- *The Rise of Totalitarian States*
- *War and Peace in the 20th Century*
- *Teacher's Guide for Inquiry: Western Civilization Series*

Should We Encourage the Development of World Government? (Teaching Unit I2B)

Joseph Schultz (Film)
The Causes of World War I (Kit)
The Causes of World War II (Kit)
The United Nations: End of A Dream? (Kit)
Dangerous Parallel (Simulation Game)
Terrorism (Kit)
Twentieth Century Nationalism (Kit)
National Conflicts and International Relations (Kit)
Man Against Man: A Study in Aggression and Conflict (Kit)
The Contemporary World: Conflict or Co-operation? Teacher's Guide

EXPERIENCING HISTORY SERIES
- *The Cold War*

SOCIAL SCIENCES - SENIOR HIGH

PRESCRIBED

You The Consumer

Consumer Economics

Understanding the Canadian Economy

Economics: The Science of Common Sense

The Adventure of Primero Dinero

The World of Economics

Life on Paradise Island

Psychology, Its Principles and Applications

Man's Search for Meaning

What Man Believes

Sociology

Sociology, The Study of Human Relationships

Urban Prospects

Canada, A Regional Geography

Introduction to Geography

Greek Philosphers: From Thales to Aristotle

History of Philosophy

Philosophy Made Simple

Comparative Political Systems

RECOMMENDED

Home Truths

The Canadian Consumer

Understanding the Canadian Economy, Teacher's Manual

Money Matters

Choice: An Introduction to Economics

Consumer Credit and Consumer Fraud

Dollars and Sense - A Guide to Family Money Management

Macroeconomics: An Integration of Monetary, Search & Income Theories

Principles of Economics and the Canadian Economy

Workbook to Economics: The Science of Common Sense

Examination Manual for Economics: The Science of Common Sense

Introductory Macroeconomics: A Canadian Analysis

Economics: A Canadian Perspective

Readings, The World of Economics

Workbook and Study Guide to the World of Economics

Keynotes: Economics Simplified

MicroEconomics and the Canadian Economy

Social View of Man, Canadian Perspectives

Dimensions of Man

PRESCRIBED

- Parliaments and Congress: Selected Sources
- Political Science
- The United Nations as a Political Institution
- Opening of the Canadian West
- Challenge and Survival: The History of Canada
- Origins of Western Civilization: Western Man and The Modern World
- Shaping of Western Society
- Our Western Heritage
- Anthropology for Our Times

RECOMMENDED

- *Experiences in Sociology (Lab Manual)*
- *Teacher's Manual to Sociology, Study of Human Relationships*

ALBERTA HERITAGE LEARNING RESOURCES

ALBERTA LITERATURE FOR SENIOR STUDENTS AND ADULTS

ALBERTA, A NATURAL HISTORY
ALBERTA, THE PIONEER YEARS
THE BETRAYAL
BETWEEN THE RED AND THE ROCKIES
BIRD AT THE WINDOW
CHARCOAL'S WORLD
CROWFOOT
THE EMPEROR OF PEACE RIVER
ESPECIALLY BABE
FAR PASTURES
GOLD RUSH
GRIZZLY COUNTRY
HALF-BREED
A HARVEST YET TO REAP
A HISTORY OF ALBERTA
THE HUNGRY HILLS
THE LITTLE WHITE SCHOOLHOUSE
MEN AGAINST THE DESERT
MEN FOR THE MOUNTAINS
MEN OF THE SADDLE
MUSIC AT THE CLOSE
NORTHWEST OF SIXTEEN
PATHFINDING OF PLAIN AND PRAIRIE
PEN AND PLOW
ROAR OF THE TWENTIES
THE ROCKIES
THE SORCHED WOOD PEOPLE

ALBERTA LITERATURE FOR SENIOR STUDENTS AND ADULTS *(Continued)*

TAY JOHN
WHILE RIVERS FLOW
WHO HAS SEEN THE WIND?
READER'S GUIDE

WESTERN CANADIAN LITERATURE FOR YOUTH

WHO OWNS THE EARTH?
PANORAMA
IN JEOPARDY
A SENSE OF PLACE
DIVERSIONS
WESTERN MOODS
TRANSITIONS
TALES TALL AND TRUE
ROAD TO YESTERDAY
WESTERN PROFILES
TEACHER'S RESOURCE BOOK

BOOKS FOR YOUNG READERS

ALBERTANS ALL
ALBERTA'S PREHISTORIC PAST
CANADIAN FRONTIERS
CHINOOK RIDGE, 1880-1914
EXPRESSIONS
FROM THE GROUND UP
GOVERNMENTS OF CANADA

BOOKS FOR YOUNG READERS
(Continued)

LANDSCAPES OF ALBERTA

THE NATURE OF THINGS

PAGES FROM THE PAST

A PROVINCE AT WORK

SOUVENIRS

FLORA AND FAUNA KIT

FAUNA STUDY PRINT SET
FLORA STUDY PRINT SET
TEACHER'S GUIDE TO THE ENGLISH KIT
TEACHER'S GUIDE TO FILM
MISCELLANEOUS TEACHER'S GUIDE TO FLORA AND FAUNA
MISCELLANEOUS FLORA AND FAUNA SLIDES
SLIDES - FUNGUS
SLIDES - GREEN PLANTS
SLIDES - FISH
SLIDES - BIRDS OF LAKES AND RIVERS
SLIDES - ALPINE HABITAT
SLIDES - SPIDERS
SLIDES - MAMMALS
SLIDES - BIRDS OF THE FOREST
SLIDES - INSECTS

APPENDIX B

LIST OF LEARNING RESOURCES OMITTED FROM THE CURRICULUM REVIEW

Omissions

Health

The Journey Beyond Trips
Drugs of Abuse

Mathematics

Mathematical Tables

Physical Education

Sound Images
Improvised Playthings

Industrial Education

Photography
Modern Biology

Business Education

Custom Auto Centre Business Simulation
Teacher's Key for Custom Auto Centre Business Simulation
Solution Manual to Introduction to Canadian Business

Science

Energy and Chemical Reactions
Chemistry: Experimental Foundations

Social Studies

Judgement

APPENDIX C

CURRICULUM BRANCH LEARNING RESOURCES RATED PROBLEMATIC OR UNACCEPTABLE

APPENDIX C

Unacceptable and Problematic Instructional Materials as Determined by the Curriculum Audit

Unacceptable Resources

SUBJECT AREA	TITLE OF RESOURCE	GRADE(S)	PRESCRIBED(P) OR RECOMMENDED(R)	REASON FOR CLASSIFICATION
Fine Arts	Exploring Music, Book 5 Teacher's Edition	5	R	The guide does not counteract the problems of the student text.
	Exploring Music, Book 5, Records	5	R	It has an overwhelming U.S. bias.
Health	What Would You Like To Be? (video cassette)	2	R	Sex-role stereotyping. Formally delisted in December, 1983.
	Inside Out - Strong Feelings	5	R	Stereotyping, lacks sensitivity towards feelings of minority groups and handicapped people; emotions dealt with in a silly manner.
	It's Wonderful Being A Girl	5-6	R	References to brand name products.
Physical Education	Amos Moses (recording)	1-6	R	Judged offensive on racial and religious grounds. It has been delisted.
	Rowing	10-12	R	Sex stereotyping. One denigrating reference to Native Canadians.
Social Studies	In Your Community Series: - Policeman	2	R	In this book, there are no role models of visible minority groups represented. Women are included only in a stereotyped manner and there is no representation of a cross-section of ages. Students would get a very biased and narrow view of society by exposure to this material.

SUBJECT AREA	TITLE OF RESOURCE	GRADE(S)	PRESCRIBED(P) OR RECOMMENDED(R)	REASON FOR CLASSIFICATION
Social Studies (continued)	In Your Community Series: - Letter Carrier	2	R	There are no female letter carriers evident, and women are portrayed primarily in clerical roles. Minority groups are not represented.
	Cities Are For People	3	P	Only the white, middle-class group is presented throughout, with women shown as members of the workforce in stereotyped roles only. Negative statements concerning lower socio-economic groups are made. Minority groups are presented only in traditional costume or stereotyped roles. Only one religion (Christianity) is considered.
	Growth of a Nation Series: Settlement of the West	4	P	The achievements and contributions of settlers are stressed with little mention of Metis/Native achievements. Also the beliefs and customs of Natives/Metis are inaccurately described or omitted when they are relevant to the topic. There is some stereotyping of settlers as poor, seeking freedom and escaping crowded conditions. Note: This resource was removed from prescribed listings April, 1984 due to serious problems in the presentation of Native peoples and culture.

SUBJECT AREA	TITLE OF RESOURCE	GRADE(S)	PRESCRIBED(P) OR RECOMMENDED(R)	REASON FOR CLASSIFICATION
Social Studies (continued)	Growth of a Nation Series: Fur Trade	5	P	There are very explicit statements which would foster negative attitudes toward Natives, Metis and Nor'Westers. The book does very little to credit the Native peoples, referring to them as "savages". Women are also depicted in a negative light and their contributions are not noted. Only the British and French are viewed favourably.
	High Arctic Heritage (kit)	7	R	Only the traditional lifestyle of the Inuit people is presented in this very outdated filmstrip series. The males and females are depicted in very traditional roles, for example, female sewing/male hunting. Grade seven students may view this series with laughter and mockery, thus developing an insensitive attitude toward the Inuit culture.
	Canadians and Their Environment	9	R	There is a limited balance of age, sex and minority groups. Many topics were handled in a superficial manner. The book projected only the negative aspects of pollution, a very anti-Industrialization approach. The author has passed on his judgements, values and bias to the students without room for critical thought or evaluation. A negative attitude and view of third world countries is also presented.

SUBJECT AREA	TITLE OF RESOURCE	GRADE(S)	PRESCRIBED(P) OR RECOMMENDED(R)	REASON FOR CLASSIFICATION
Social Studies (continued)	National Conflicts and International Relations (kit)	12	R	This filmstrip/cassette kit is unacceptable because there are inaccuracies and over-simplifications. It systematically ignores any opposing political perspectives on conflict. It does not present the achievements and contributions of the minority groups involved in the conflicts, nor does it promote tolerance toward these minority groups.
Social Sciences	The Canadian Consumer	Economics for Consumers 20	R	Males and females are stereotyped into occupational roles. Very few minorities are depicted. Names used in examples do not reflect the ethnic diversity of Canada, for example, John Smith/Richard Brown. The book presents a very biased one-sided view of the free enterprise system, omitting reference to other economic systems. The implication is that materialism equals success.
	Social View of Man, Canadian Perspectives	General Sociology 20	R	This text is unacceptable because it stereotypes men, women, and youth and presents a negative approach to human similarities and differences. It also presents an inaccurate assessment of the public's acceptance of evolutionary theory. It presents an image of Canadian society that is misleading by being incomplete. For example, there is no mention of the ethnic composition of Canada.

Problematic Resources

SUBJECT AREA	TITLE OF RESOURCE	GRADE(S)	PRESCRIBED(P) OR RECOMMENDED(R)	REASON FOR CLASSIFICATION
Fine Arts	Silver Burdett Music, Book 3	3	P	It lacks Canadian material and has a strong U.S. bias.
	Exploring Music, Book 5	5	P	It has an overwhelming U.S. bias.
	Exploring Music, Book 3, Teacher's Edition	3	R	This book does not counteract the problems of the student book.
	Exploring Music, Book 4, Teacher's Edition	4	R	This book does not counteract the problems of the student book.
	Exploring Music, Book 3, Records	3	R	There is a widespread discrepancy in handling of sex roles.
	Exploring Music, Book 4, Records	4	R	It lacks Canadian material and provides a poor female image.
	Exploring Music, Book 6	6	P	This book lacks Canadian material and has a strong U.S. bias.
	Exploring Music, Book 6, Teacher's Edition	6	R	The guide does not counteract the problems of the student text.
	Exploring Music, Book 6, Records	6	R	These records lack Canadian material and have a strong U.S. bias.
	New Dimensions in Music - Looking At Music, Big Book	1	P	It lacks Canadian material and has a strong U.S. bias.

SUBJECT AREA	TITLE OF RESOURCE	GRADE(S)	PRESCRIBED(P) OR RECOMMENDED(R)	REASON FOR CLASSIFICATION
Fine Arts (continued)	New Dimensions In Music - Enjoying Music, Book 2	2	P	It has a strong male bias as well as being predominantly American.
	New Dimensions in Music - Expressing Music, Book 3	3	P	It has a strong U.S. bias.
	New Dimensions in Music - Investigating Music, Book 4	4	P	It lacks Canadian material and has a strong U.S. bias.
	New Dimensions in Music - Mastering Music, Book 6	6	P	It has a strong U.S. bias and has no female point of view.
	New Dimensions in Music - Beginning Music, Book 1 Teacher's Edition	1	R	The guide does not counteract the U.S. bias or sexual stereotyping.
	New Dimensions in Music - Enjoying Music, Book 2 Teacher's Edition	2	R	The guide does not counteract the U.S. bias or sexual stereotyping.
	New Dimensions in Music - Investigating Music, Book 4 Teacher's Edition	4	R	The guide does not counteract the U.S. bias.
	New Dimensions in Music - Mastering Music, Book 6 Teacher's Edition	6	R	The guide does not counteract the U.S. bias or sexual stereotyping.
	Looking At Music Teacher's Edition	1	R	It has a strong U.S. bias and there is evidence of sexual stereotyping.
	Development Through Drama	7-12	R	This Book has a strong British bias.

SUBJECT AREA	TITLE OF RESOURCE	GRADE(S)	PRESCRIBED(P) OR RECOMMENDED(R)	REASON FOR CLASSIFICATION
Health	A Fitness Carol (film)	5-6	R	Some sex stereotyping, if not handled as the satire that it is.
	Home With Character	10-12	R	Socio-economic stereotyping shows mainly upper middle class homes and furnishings.
	World of Work	1-2	R	Some questionable value statements.
Language Arts	World of Language, Book E Teacher's Edition	2	R	The book contains material which sexually discriminates.
	Starting Points in Language Arts - Teacher's Guide for Level 1	1	R	The material does not discuss the problems of racism and sexual stereotyping.
	Starting Points in Language Arts - Teacher's Guide for Level 2	1	R	The material does not discuss the problems of racism and sexual stereotyping.
	Starting Points in Language Arts - Teacher's Guide for Level 3	1	R	The material does not discuss the problems of racism and sexual stereotyping.
	Starting Points in Language Arts - Teacher's Guide for Level 6	3	R	The material does not deal with the problem of sex stereotyping.
	Starting Points in Reading - Level B, Second Book	5	P	The book contains material which sexually discriminates against women, and religious cults are given credibility.

SUBJECT AREA	TITLE OF RESOURCE	GRADE(S)	PRESCRIBED(P) OR RECOMMENDED(R)	REASON FOR CLASSIFICATION
Language Arts (continued)	Sounds of Language - Sounds I Remember	1	P	It contains material which might be viewed as racial slurs by Indians.
	Sounds of Language - Sounds of Powwow	1	P	It contains material which might be viewed as racial slurs by Indians.
	Man The Myth-Maker	10	P	Critical perspective with regard to Christian beliefs.
	Man The Myth-Maker, Teacher's Guide	10	R	The teacher's guide does not correct the problem contained in the student text.
	Perspectives	10	P	It reflects the black/white mix of the U.S., not the broader ethnic mix of Canada.
	Reading for Understanding, General Edition	10	R	Contains a strong American bias.
Industrial Education	Hair Structure and Chemistry Simplified	Beauty Culture	P	Sexist and racial bias.
	Textbook for Nursing Assistants	Health Services	R	Unfair generalizations, sexist and racial bias.
	Supervision and Management of Quantity Food Preparation	Food Preparation	P	Unfair generalizations, sexist bias.
Home Economics	People, Food and Science	Food Studies 20-30	R	Sexist language, sex-role stereotyping, over-generalizations, simplistic handling of cultural concepts.

SUBJECT AREA	TITLE OF RESOURCE	GRADE(S)	PRESCRIBED(P) OR RECOMMENDED(R)	REASON FOR CLASSIFICATION
Social Studies	This Land: Alberta	4	R	Not all the minority groups are given equal status/discussion in this text. There is a focus on the contributions of white, anglo-saxon males to the near exclusion of women as contributing members in contemporary Canadian society. Members of other minorities are also relegated to the past rather than the present.
	Growth of a Nation Series: Life in New France	5	P	This book emphasizes the French of New France while Native Canadians are discussed peripherally. The end result of this bias is that the Native Canadians are portrayed in a negative manner as compared to the French. The Native perspective is alluded to but never stated to balance the French views. Note: This resource was removed from prescribed listings April, 1984 due to serious problems in the presentation of Native peoples and culture.
	Settling The West (kit)	5	P	Visible minorities are neglected totally or misrepresented. The multicultural background of settlement and its effect on the populations (Native) already present is virtually ignored, a superficial treatment of the period of western Canadian settlement. This kit suffers most from omission of important contributions made by many different cultural groups of Alberta.

SUBJECT AREA	TITLE OF RESOURCE	GRADE(S)	PRESCRIBED(P) OR RECOMMENDED(R)	REASON FOR CLASSIFICATION
Social Studies (continued)	Canada: This Land of Ours	5	P	This text is problematic because it inadequately portrays women and senior citizens and presents a superficial treatment of the achievement of minority groups. It has an uncritical approach to industrial development. As well, it presents a limited, and, at times, insensitive treatment of Natives and their contributions to Canada.
	Growth of a Nation Study Prints	5	P	The material focuses on the British explorers and European settlers to the disregard of other minority groups. Generalizations about the Doukhobors and French do not enhance those groups' contributions to Canadian history. The contributions of Native groups are given secondary consideration only.
	Picture the Past Series: Gods, Greeks and Romans	6	R	The book, in the introduction, assumes that the theory of evolution is widely accepted and is the only view excluding the "creationist" theory. Reference to Christianity is factual, but does not explore the impact of the beliefs and practices of Christians. The cultures are presented in an over-simplified manner, with many omissions.

SUBJECT AREA	TITLE OF RESOURCE	GRADE(S)	PRESCRIBED(P) OR RECOMMENDED(R)	REASON FOR CLASSIFICATION
Social Studies (continued)	Families of Asia (kit)	6	R	The beliefs and customs of each of these families is omitted to a large extent. Although people's vocations, religion and daily activities are included, these are dealt with superficially. For example, in the India filmstrip, there is reference to the religious attitude toward the cow without explanation of the beliefs concerning the cow, sacred river, etc. Similarities are emphasized while differences are not. The opportunity of developing tolerance and understanding of these groups and the minority groups within them is limited by the material. Emphasis on the individual as a worthy being is rarely included.
	Marooned: An Examination of Culture (kit) 2nd edition, 1979	7	P	The second edition, 1979, of the kit was identified as problematic primarily because of errors of omission. The kit did not explore Canadian Christian and nuclear family values, and presented religion as a "social need". Note: This 1979 edition was removed from prescribed listings September, 1984. The revised third edition, 1984, has now replaced it as a prescribed resource September, 1984. The audits of this revised kit rated it as acceptable.

SUBJECT AREA	TITLE OF RESOURCE	GRADE(S)	PRESCRIBED(P) OR RECOMMENDED(R)	REASON FOR CLASSIFICATION
Social Studies (continued)	Pygmies of the Ituri Forest	7	P	Throughout the book there is an implied comparison of "our" culture versus "their" culture; these comparisons do little to raise the students' appreciation of or tolerance for this tribe. Overall there seemed to be an underlying emphasis on we the superior culture studying the less superior culture. Many of the titles and headings conveyed a negative impression of the pygmies as a "backward", "primitive" people. Note: This resource is presently under revision by the publisher.
	Polish Heritage in Alberta	7	R	This text stresses the positive aspects of the Polish people with little reference to the negative. The oversimplification of events and attitudes causes the material to be misleading at times. The Russians and Germans are portrayed in a negative manner with no references to contributions they have made in Poland, and other minority groups are ignored. Political beliefs of the Polish settlers are assumed to be correct and unquestionable. Freedom is presented in opposition to Communism.

SUBJECT AREA	TITLE OF RESOURCE	GRADE(S)	PRESCRIBED(P) OR RECOMMENDED(R)	REASON FOR CLASSIFICATION
Social Studies (continued)	The Canadian Mosaic (kit)	7	R	Some of the filmstrips/cassettes are excellent (such as Japanese, Chinese, Introduction) and present a balanced, accurate view of women, age groups and minority situations. However, others like the "French Canadians" and "Cultures in Conflict" would require major revision due to a biased approach and outdated information. For example, "French Canadians" is a one-sided political presentation which deals almost exclusively with the struggle for preservation of the French language and culture. Very few positive aspects are given. As a kit, an important part of the Canadian mosaic, recent immigrants to Canada such as the East Indians and Vietnamese, have been omitted.
	Flashback Canada	8	P	Omission and misinterpretation of the Native perspective in discussion of major events in Canadian hsitory are the main problems in this text. For example, the Natives are not included in the treatment of events such as the Durham Report, Confederation, etc. Through omission, a misrepresentation occurs. The use of certain words, "massacre", "rebellion", "rebels", helps to create a negative image of the various Indian tribes. There are misconceptions that surround the treaties. Students would conclude that treaties were signed with all in

SUBJECT AREA	TITLE OF RESOURCE	GRADE(S)	PRESCRIBED(P) OR RECOMMENDED(R)	REASON FOR CLASSIFICATION
Social Studies (continued)	Flashback Canada (continued)			agreement, everybody happy and an overall sense of fairness. As well, there is stereotyping of the Chinese and Ukrainian Canadians. Note: This resource was to have been removed from prescribed listings June, 1984 due to serious problems in the presentation of Native peoples and culture. However, the Minister of Education has extended authorized use until June, 1985 at which time a replacement will be available.
	The Mounties and Law Enforcement	8	R	This resource attempts to present various minority groups positively but its focus is more on ensuring that the R.C.M.P. is presented in a positive manner. Several important issues in Canada's history are therefore given cursory treatment only and this is to the detriment of various minorities, notably Natives, Doukhobors and women. The book also has a bias which shows itself very clearly in the last chapter, which expresses the view that the expression of individual rights occurs to the detriment of "law and order".

SUBJECT AREA	TITLE OF RESOURCE	GRADE(S)	PRESCRIBED(P) OR RECOMMENDED(R)	REASON FOR CLASSIFICATION
Social Studies (continued)	Technological Change in the Workforce, Teacher Reference	9	R	Achievements are attributed to working class people and technology with no mention of minority groups. Different ethnic and racial groups are ignored, while contributions of the aged, women and children are treated superficially. Individual worth and individual achievements are not relevant in this resource. Students are encouraged to look at people as part of a stereotyped groups of workers.
	Three Giant Powers: Studies in Russia, China, America	9	R	The USSR, USA and China were treated equally and fairly with no apparent bias. Students would gain a positive perspective toward all the super powers, but almost "too utopian" a view is presented, for negative aspects of all three nations are omitted. This very factual approach seems to gloss over inadequacies and problems in each of the three systems. The resource does not encourage further analysis or critical thinking.
	Canadian Industrialization	9	R	This text is problematic because it portrays some minority groups (Natives and handicapped) in a negative manner and does not show them in positive situations. The main characters of the book are young, white, rich and upper class; thus it does not present realistic role models for young people. Further, it makes not reference to a range of political and economic perspectives.

SUBJECT AREA	TITLE OF RESOURCE	GRADE(S)	PRESCRIBED(P) OR RECOMMENDED(R)	REASON FOR CLASSIFICATION
Social Studies (continued)	Modern Perspectives	12	P	Overall the book gives a fairly neutral unbiased view of history. It does stress the conflict over the past 400 years to a much greater extent than it presents cooperation. The student would understand the struggles of various groups but would have trouble empathising with different cultures because of the general neutrality. The student could become confused over the questionable use of certain adjectives when describing people or societies, for example, "aggressive" German, "generous" British government. The lack of questions at the end of each chapter does not help the student check understanding of material or clarify values which would lead to critical thinking. For a history text there is a lack of documentation as historical source documents.
	Challenge and Survival: The History of Canada	Canadian History 20	P	The text focuses on the French and English groups with the end result being that most other minority groups are largely limited to "root" events in history and are not portrayed as actively involved in contemporary Canadian society. For example, "The crusading spirit of the missionaries, who came to New France to preach the Gospel to the heathen". The text is characterized by a lack of sensitivity to minority issues. It also presents

SUBJECT AREA	TITLE OF RESOURCE	GRADE(S)	PRESCRIBED(P) OR RECOMMENDED(R)	REASON FOR CLASSIFICATION
Social Studies (continued)	Challenge and Survival: The History of Canada (continued)	Canadian History 20	P	some groups in a manner of which they would disapprove because of its stereotypical, stigmatic nature. Inconsistency mars the credibility of the text.
	Origins of Western Civilization: Western Man and the Modern World	Western World History 30	P	Several inaccurate or negative portrayals of minority groups are included. No famous women but one mentioned. Some scientific theories are incomplete and would greatly offend many minority groups. Emphasis is on the success of the white western world. The author makes reference to "barbarian" groups when discussing Germanic and Turkish peoples in ancient and early medieval periods of history. Generalizations treat development as separate from eastern influences.
	Home Truths	Economics For Consumers 30	R	This text stereotypes groups such as young married couples, real estate salesmen, and politicians. Note: This resource is out-of-print and no longer available. It was removed from authorized listings April, 1984.

APPENDIX D

ALBERTA HERITAGE FUND LEARNING RESOURCES

ALBERTA HERITAGE LEARNING RESOURCES

Two sets of literary materials from the Alberta Heritage Learning Resources Project were audited. *Western Canadian Literature For Youth* was designed for junior and senior high and consists of ten anthologies (in English) plus a teacher's guide. *Alberta Literature For Senior Students and Adults* was designed for grades eleven and twelve and adults and consists of 30 full-length selections of fiction and non-fiction (in English) and a reader's guide. These resources are referred to in Table 3 on page 15.

Of the 42 resources audited, 40 were judged to be acceptable and two were judged by the initial auditor to be problematic. At the time of submission of this report, there had not been time to re-audit the two problematic resources. *Alberta - The Pioneer Years* and *Tay John* are the two books that are considered problematic. The former one recounts the contributions of various people during Alberta's pioneer years. Men and women, including those of Indian descent, are praised but there are also terms used in the beginning of the book which are intolerant of Indians, e.g., squaw man, bucks, half-breed and massacre. The problem is restricted to one part of the book and some assistance to teachers in using the book is recommended.

In *Tay John*, a story of love and of natives in Western Canada, there are references to race and sex which are intolerant. Assistance for the teacher in approaches to dealing with the book in the classroom, when and if it is used, would be helpful.

Both series of materials are representative of Canada's and, more specifically, Alberta's recent past. Numerous situations which are judged to be intolerant today were accepted as normal in the early days. This situation is reflected in the literature. On the other side, there were numerous instances in which persons helped others regardless of their race, religion, age or sex. The stories in these series are repleat with such references.

In *Western Canadian Literature For Youth* there are many stories and poems in each anthology. A few of the stories illustrate intolerance, however, when any one anthology was viewed in its entirety, it was deemed to be acceptable. In the few instances where a story within an acceptable anthology was identified as showing intolerance to some group, e.g., "Men in Sheepskin Coats", further action will be considered by the curriculum coordinating committee. It is probable that teachers will be alerted to the specific stories and given some guidance on how best to deal with the story in the classroom.

Finally, although these resources do not have special status in the language arts program or in other curriculum areas, they do represent a fine contribution to the literary heritage of Albertans. The curriculum audit confirms these materials as being generally positive in terms of their tolerance and understanding of others.